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ABSTRACT

This document is a directory of current and newly expired projects funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary Education and Transition Initiative. The compendium is divided into four sections: (1) an overview of project profiles, which contains a summary description of both current and expired competitions, as well as data collected from current projects; (2) a description of each competition represented in the compendium including competition purpose, funding authority, eligible recipients, funds available, number of grants awarded, and duration of grants; (3) individual project profiles, grouped by region, providing such information as key personnel, competition, location, project purpose, expected outcomes, approach used to reach expected outcomes, project consumers, and barriers to project implementation; and (4) indexes by key project personnel, location, competition, and project titles (of both terminated and active projects). (DB)

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Compendium of Transition Model Demonstration Programs 1995

EC304734

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COMPENDIUM

OF

TRANSITION MODEL DEMONSTRATION PROGRAMS

1995

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PREFACE

This document, which has been produced by the Evaluation Technical Assistance Program at the Transition Research Institute at Illinois, is a directory of current and newly-expired projects funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary Education and Transition Initiative. The information and descriptive data contained in the Project Profiles and summary sections were derived in part from the Transition Project Annual Survey Forms for Ongoing Projects, New Projects, and Expired Projects completed by OSERS-funded project directors in early 1995. In some cases, additional project information was obtained from the original grant applications and previous years' profiles. The information in the individual competition profiles was gathered directly from the grant announcement packets for each competition.

Regional Focus Continues

The content of the 1995 Compendium is again organized by region (as defined by the six federal regional resource centers). These six regions are defined as follows:

- **Region I (Northeast)** - Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont.
- **Region II (Mid-South Atlantic)** - Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, Washington, D.C., and West Virginia.
- **Region III (South)** - Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, Puerto Rico, Texas, and the Virgin Islands.
- **Region IV (Great Lakes Area)** - Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin.
- **Region V (Mountain Plains)** - Bureau of Indian Affairs, Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming.
- **Region VI (Western)** - Alaska, American Samoa, Arizona, California, Commonwealth of the Northern Marianas, Federated States of Micronesia, Guam, Hawaii, Idaho, Nevada, Oregon, Republic of the Marshall Islands, Republic of Palau, and Washington.

Compendium Divisions

The 1995 Compendium is divided into four sections:

- The Overview of Project Profiles contains a summary description of both current and expired competitions, as well as data collected from current projects.
- The Summary of Competition Profiles provides a description of each competition represented in this Compendium. For each of these funding priorities, the individual profile summarizes the purpose of the competition, and identifies the authority under which the competition was funded, the eligible recipients, the funds available over the life of the competition, the number of grants awarded, and the duration of each grant award.
- The Project Profiles are grouped by region, and by competition within each region. Each section contains a description of the region, identifies the competitions represented in each region, and summarizes relevant data across competitions and projects.

In 1994, federal funding was terminated for 36 projects. Summaries and project profiles for these recently expired projects are provided for each region and are located after the presentation of current project profiles for that region. The individual expired project profiles specify the original project purpose and, if reported, the focus of the expired project's continuation activities, the project components being continued (and by whom), and the products available from the project. In many cases, dissemination and replication activities are continuing for these projects.

- The Indexes provide a guide to projects' key personnel, location, competitions, barriers to implementation, and project titles.

The Compendium is an annual publication of the Transition Institute at Illinois intended for use by project directors, OSERS project officers, and Transition Institute staff. Others involved in the transition effort may also find this document useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Users of the Compendium are encouraged to communicate directly with project contact persons listed on the profiles to obtain information about specific projects. Users are also urged to submit comments and suggestions for how to improve the usability and effectiveness of future editions of the Compendium.

Points of view or opinions expressed in this document do not necessarily represent the U.S. Department of Education's position or policy; the contents are presented for information only, and no endorsement is intended.

Frank R. Rusch, Director
Transition Research Institute

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This Compendium could not have been completed without the able and indispensable assistance of one special person. The authors wish to thank June Chambliss in the College of Education Word Processing Department who typed (and retyped) the final copy. The completed manuscript is a reflection of her skill and dedication.

OVERVIEW OF PROJECT PROFILES

The 1995 Compendium of Project Profiles focuses on the status of 92 projects currently funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), as part of the Transition Initiative. Since 1984, 393 model demonstration projects have developed a wide range of service delivery models that have facilitated the transition of youths and adults with disabilities from secondary special education to a number of postsecondary environments, including higher education, employment, and community integration. This Overview begins with a general description of the 18 grant competitions funded since 1984 (see Table 1). Figure 1 presents the geographical distribution of the 393 projects funded during the past nine years.

The remainder of this overview describes in tables, figures, and text the characteristics of the 92 current model projects funded in six competitions: 84.078C, 84.158D, 84.158K, 84.158P, 84.158Q, and 84.158U. Figure 2 shows the geographical distribution by total number of current projects as of May 1995, while Figure 3 shows the geographical distribution of current projects by competition. Figure 4 lists the types of grant award recipients in all six competitions (e.g., universities, education agencies, etc.). Eligible award recipients were specified for each competition. As illustrated, the most common grant recipients were universities, four-year colleges, and university-affiliated programs, followed by private not-for-profit agencies, community colleges, and education agencies. The most common geographic units served were metropolitan areas containing more than 100,000 people, regions within states, states, and town and cities of 2,500-50,000 people.

Table 2 profiles the response rates for the surveys mailed to new and ongoing model demonstration projects. While response rates varied by region, the overall response rate of 83.7% is quite high. Ongoing projects returned a slightly higher percentage of their survey forms than new projects, 84.1% versus 82.8%. Of the 36 projects expiring in 1994, only 23 or 63.9% returned their surveys. Tables and summaries of reported information which appear in

Table 1

Summary of OSERS Model Demonstration Project Competitions in Transition
(N = 393)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Youth Employment Projects	84.023D	12 Expired	To demonstrate innovative approaches to transition using direct service delivery.
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Postsecondary Projects	84.023G	15 Expired	To support new model demonstration projects that link transitioning individuals to community-based training programs and services.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled	84.078B	15 Expired	To stimulate higher education (post-secondary, vocational, technical, continuing, or adult education) possibilities for persons with mild disabilities.
Postsecondary Demonstration Projects	84.078C	137 (93 Expired)	To focus on special adaptations of postsecondary services.
Innovation Programs for Severely Handicapped Children: Transition Skills Development for Severely Handicapped (Including Deaf-Blind Youth)	84.086M	10 Expired	To design, implement, and disseminate practices which facilitate the transition of youth with severe handicaps to employment.
Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals.	84.128A	5 Expired	To establish demonstration projects for providing comprehensive programs in vocational rehabilita-tion services for persons with severe disabilities.
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Models.	84.158A	16 Expired	To support projects that would develop and establish exemplary school-community models for specific vocational training and job placement.
Secondary Education and Transitional Services for Handicapped Youth	84.158B	11 Expired	To design cooperative models (SEA or LEA) that facilitate effective planning to meet employment needs of exiting students with disabilities.
Secondary Education and Transitional Services for Handicapped Youth: Models for Planning and Implementation of Transitional Services.	84.158C	39 Expired	To support projects designed to plan and develop cooperative models for activities among SEA's or LEA's and adult service agencies.
Secondary Education and Transitional Services for Handicapped Youth: Models for Providing Disabled, Mainstreamed, Learning Disabled and Other Mildly Handicapped Students with Job Related Training	84.158L	10 Expired	To identify job-related training needed by secondary students with mild disabilities.

Table 1 (continued)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Training and Employment Models for Youth with Handicaps.	84.158N	28 Expired	To prepare and place youth with severe disabilities into supported employment prior to leaving school.
Secondary and Transition Services Follow-up/Follow-Along Projects	84.158R	14 Expired	To encourage follow-up and follow-along studies to document the impact of transition services, and to revise program options based on analysis of outcome data.
Family Networking	84.158S	7 Expired	To assist youth with disabilities and their families in identifying, accessing, and using formal and informal networks to obtain needed supports and services to maximize independence in adult life.
Demonstration Projects to Identify and Teach Skills Necessary for Self-Determination	84.158K	26 (12 Expired)	To identify the skills and characteristics necessary for self-determination, as well as the in-school and out of school experiences that lead to the development of self-determination.
Multi-District Outreach	84.158Q	14 (8 expired)	To support projects that enhance the capacity of local educational agencies by promoting the implementation of proven transition models, or selected components of these models, in multiple school districts within a state based upon specific needs.
Research Projects on the Transition of Special Populations to Integrated Postsecondary Environments	84.158P	14 (6 expired)	To support research projects on effective strategies to provide transitional services to youths with disabilities, 16 through 21, one or more of the following special populations: adjudicated youths. youths with severe emotional disturbances, or youths with severe physical disabilities (including TBI)
Youths with Disabilities Who Have Dropped Out of School	84.158D	18	To identify, recruit, train and place youths with disabilities who have dropped out of school
Research Projects on Student Involvement in Transition Planning	84.158U	4	To support research projects on the active participation of students with disabilities in the transition planning process.

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Figure 1

Geographic distribution of current and expired projects as of May 1995 (N = 393)

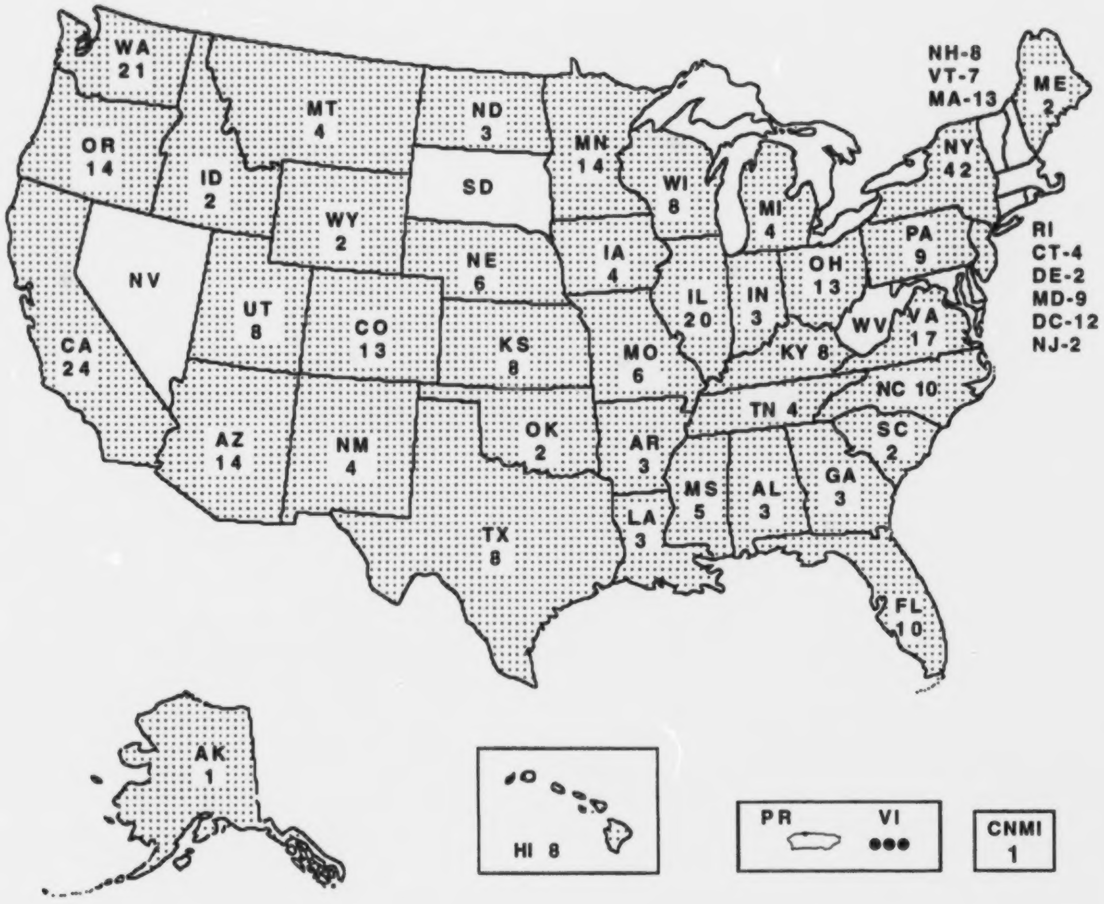

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Figure 2

Geographic distribution of current projects as of May 1995 (N = 92)

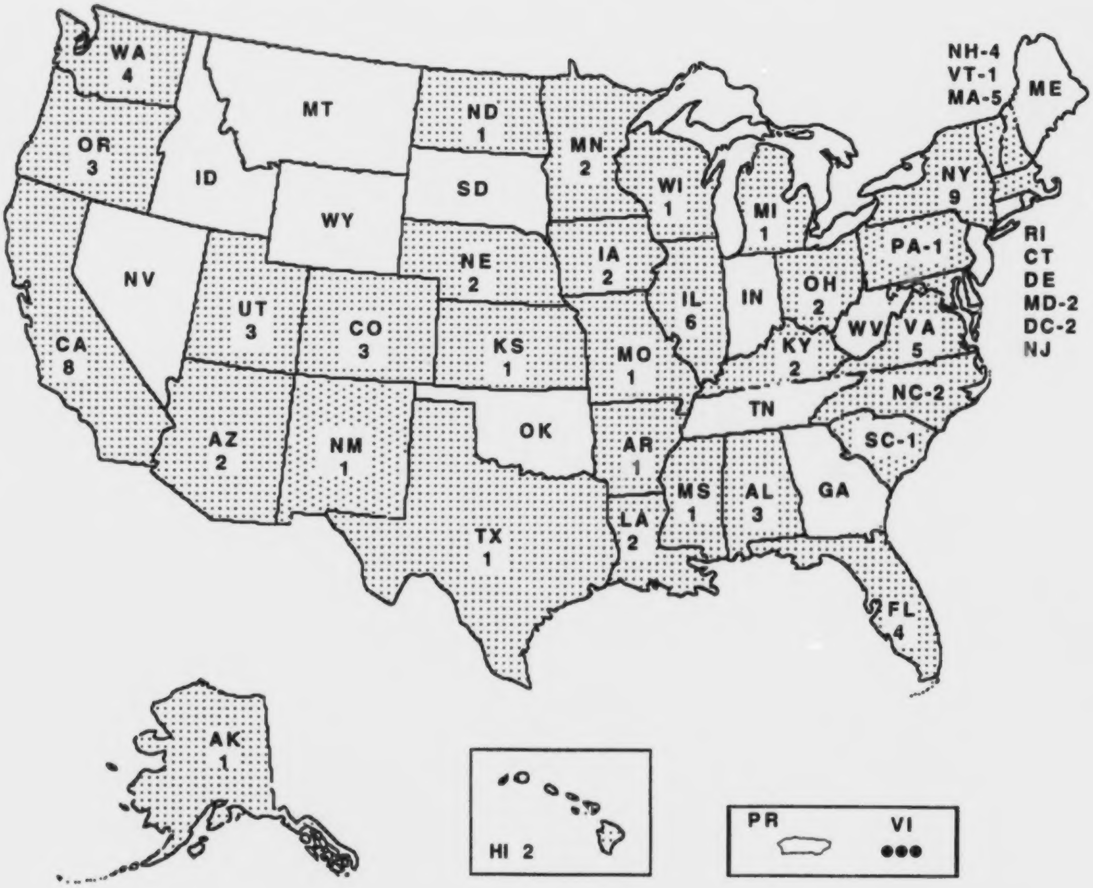
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Figure 3
Geographic distribution of current projects by competition as of May 1995
(N = 92)

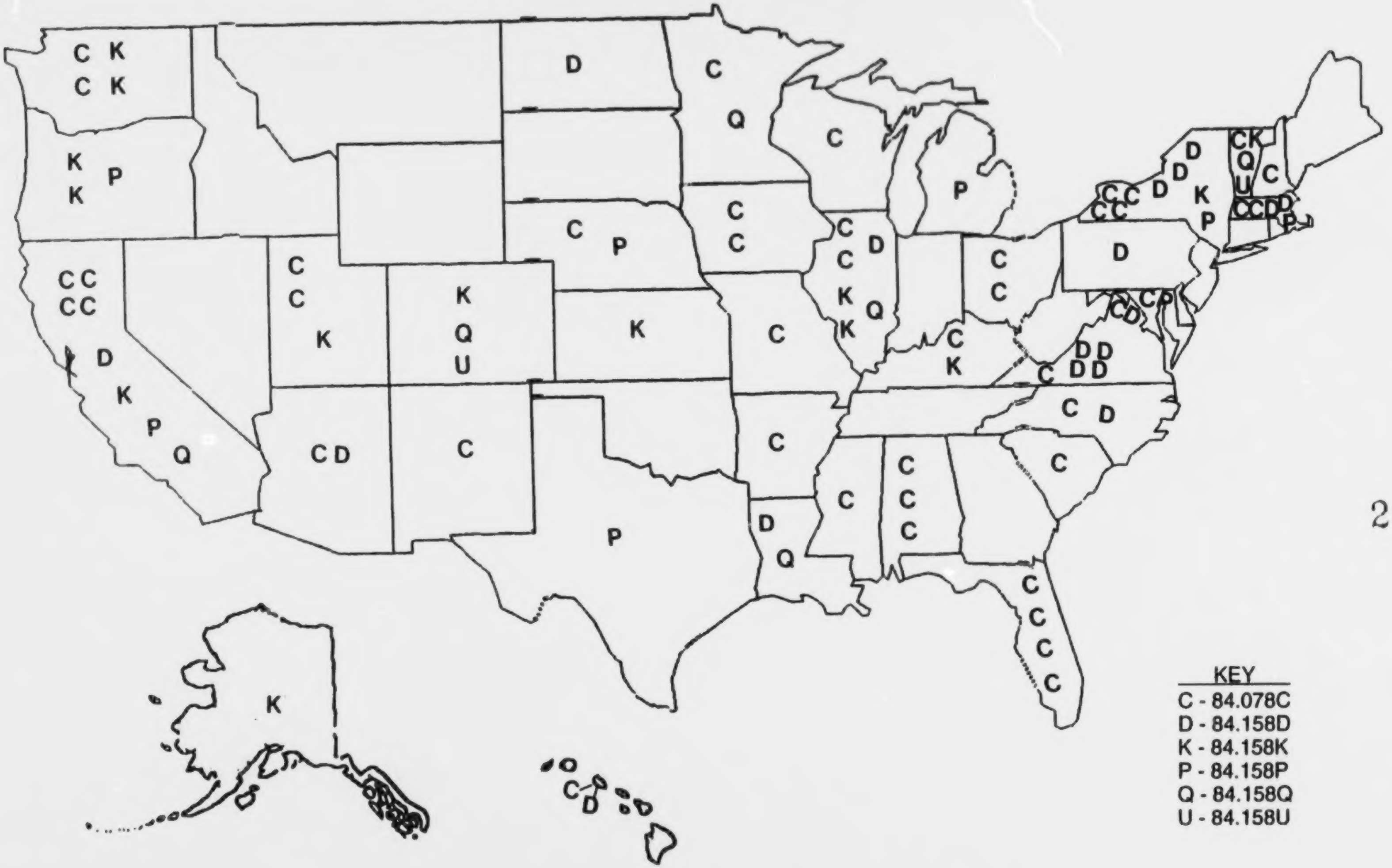
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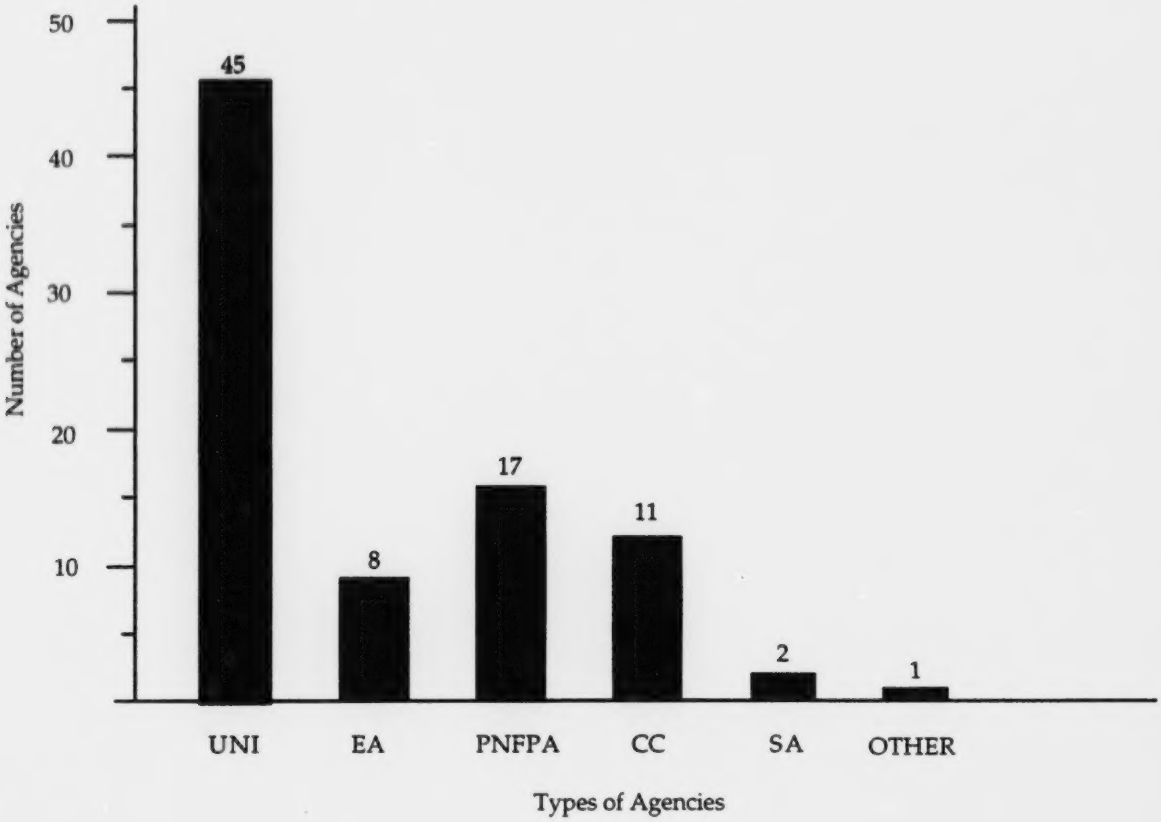
Figure 4

Types of Primary Grant Recipients
for Current Model Demonstration Projects
(N = 84)



Competition N = 6; Project N = 92

UNI	Universities, four-year colleges, and University Affiliated Programs
EA	Education agencies (state, local, intermediate, or tribal)
PNFPA	Private not-for-profit agencies
CC	Community Colleges
SA	State agencies
OTHER	Other

Table 2
Active Projects
Survey Response Summary
1995

Region	Number of Projects Per Region			Number and Percentage of Projects Responding Per Region			
	New	Ongoing	Total	New	Ongoing	Total	Percentage
I - Northeast	5	14	19	4	12	16	84. 2%
II - Mid-South	6	8	14	5	8	13	92.9%
III - South Atlantic	6	7	13	5	4	9	69.2%
IV - Great Lakes Area	6	7	13	5	7	12	92.3%
V - Mountain Plains	3	10	13	3	8	11	84.6%
VI - Western	3	17	20	2	14	16	80%
Overall Totals	29	63	92	24	53	77	83.7%

Response Rate for New Projects (N=29) = 82.8%

Response Rate for Ongoing Projects (N=63) = 84.1%

this *Compendium*, therefore, reflect data only from three sources: new, ongoing, and expired projects who returned their surveys, projects who informed us that pertinent data had not changed since their last report, and last year's data for projects who did not return their surveys.

Table 3 provides the actual number of individuals being served by ongoing model demonstration projects identified by competition number and disability category. Figure 5 illustrates the percentage of individuals with disabilities served by the current competitions reporting these data. Of the 6,027 reported as receiving services during 1994-1995, 22% have specific learning disabilities, 15.4% have orthopedic impairments, 8.4% have serious emotional disturbances, 9.6% are dropouts, 6.7% have various health impairments, and 5% have mental retardation.

In addition to targeting youths and adults with disabilities, most of the model demonstration projects provide related services or training to professionals, paraprofessionals, or parents who assist in the transition process. Table 4 provides the actual number of individuals to whom developmental training is currently being provided by ongoing model demonstration projects. Specifically, across current competitions reporting these data, related services or training are being provided to 1,972 education personnel, 5,221 non-education personnel, 898 children/individuals with special needs, 163 family members other than parents, 1,018 service delivery system personnel, and 1,286 parents with and without special needs. Although no actual numbers are available for new projects, the summary tables that follow the current project profiles for each region provide new project estimates of which *groups* will be served.

Table 3

Individuals with Disabilities Served by New and Ongoing Projects By Competition[1] 1994-1995

Disability Categories	84.078C	84.158D	84.158K	84.158P	Totals
Autism	3	0	45	0	48
Serious Emotional Disturbance	228	37	84	158	507
Visual Impairment Including Blindness	131	4	6	0	141
Deafness	54	0	0	0	54
Deaf-Blindness	0	0	0	0	0
Developmentally Delayed	10	30	106	0	146
Dropout	0	573	5	0	578
Economically Disadvantaged	25	468	113	28	634
Hearing Impairment (NOT including deafness)	81	30	6	1	118
Mental Retardation	1	18	88	20	127
Multiple Disabilities	284	1	20	2	307
Orthopedic Impairment (includes all physical disabilities)	223	-	-	-	223
Cerebral Palsy	47	4	25	5	81
Spina Bifida	11	1	307	2	321
Spinal Cord Injury	77	0	0	4	81
Other Physical Disability	208	2	7	4	221
Other Health Impairment	54	-	-	-	54
AIDS or AIDS Complex	4	0	0	0	4
Cancer	3	0	0	0	3
Epilepsy	8	0	4	3	15
Inner Cranial Hemorrhage	3	0	0	0	3
Low Birth Weight	0	0	0	0	0
Medically Fragile	1	0	1	0	2
Substance Abuse Withdrawal	25	150	0	0	175
Technology Dependent	65	0	0	0	65
Traumatic Head Injury (including TBI)	77	0	2	3	82
Other[2]	24	0	32	0	56
Specific Learning Disability	803	323	218	0	1,344
Speech or Language Impairment	-	-	-	-	-
Articulation Disorder	0	4	12	0	16
Cleft Palate	0	1	0	0	1
Language Disorder	2	213	9	0	224
Not Specified	65	306	25	0	396
Totals	2,517	2,165	1,115	230	6,027

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[1] This year, Competitions 84.158Q and 84.158U contain only new projects. Therefore, no numbers are available.

[2] See regional summary tables for breakdown of identified "other" disabilities.

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Figure 5

Percent of Individuals Served by Disability Category
1994-1995

Competition N = 4; Project N = 99; Individuals Served = 6.027

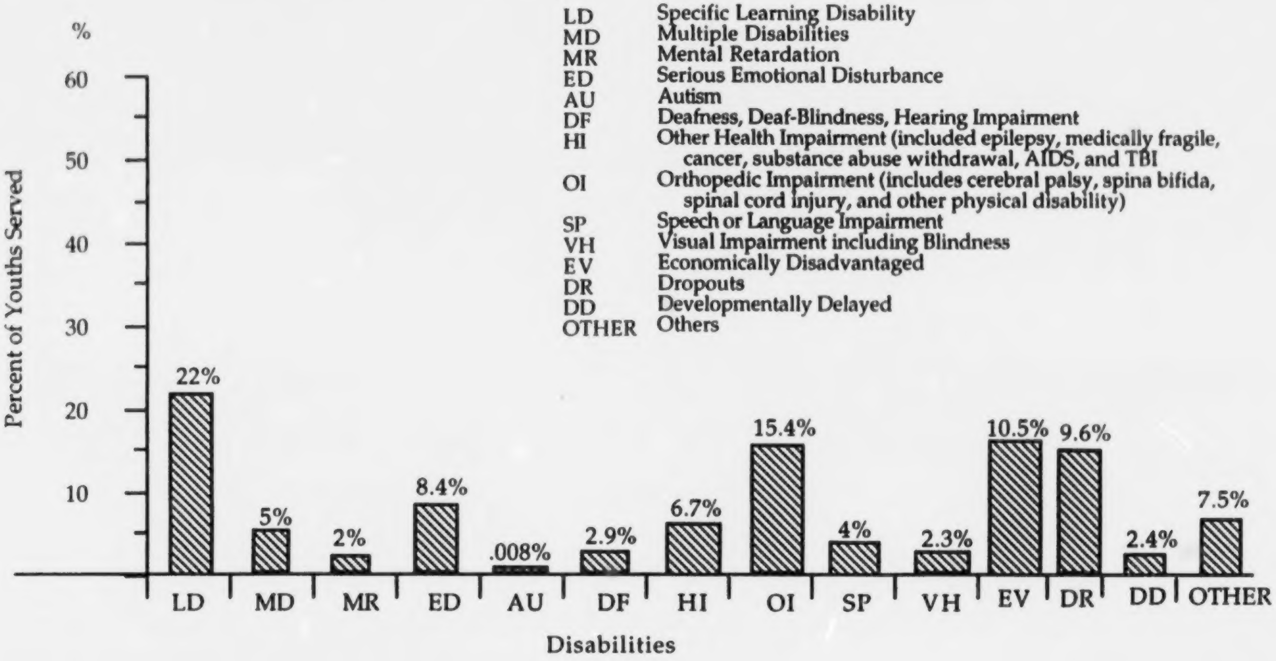


Table 4

Individuals Receiving Related Developmental Training by New and Ongoing Projects By Competition[1] 1994-1995

	84.078C	84.158D	84.158K	84.158P	Totals
Child/Individual with Special Needs	236	105	557	0	898
Parents	22	-	56	-	78
No special needs	3	21	817	30	871
Special needs[2]	200	26	61	50	337
Family Members other than parents	24	51	65	23	163
Friends	84	46	28	12	170
Personnel					
Adult Service Providers	308	92	179	4	583
Caregivers	7	4	5	10	26
Case Managers	108	42	232	27	409
Education Personnel	1,541	63	368	0	1,972
Employers	891	129	15	265	1,300
Head Start Personnel	75	2	0	0	77
Health Professionals	144	4	24	0	172
Home Visitors	0	4	0	0	4
Job Coaches	77	5	65	42	189
Medical Personnel	7	2	58	0	67
Paraprofessionals	179	21	25	14	239
Peer/Co-workers	762	46	53	52	913
Recreation Personnel	30	27	30	0	87
Rehabilitation Personnel	121	45	95	1	262
Related Services Personnel	55	33	36	6	130
Special Education Personnel	260	52	264	40	616
Vocational Educators	96	51	0	0	147
Service Delivery System					
Community Health	15	4	6	0	25
Community Mental Health	27	6	24	20	77
Community Recreation	0	4	38	0	42
Community Social Services	3	16	54	0	73
Interagency Coordinating Council	98	27	3	25	153
Local Education	21	26	41	0	88
State Development Disabilities	16	3	48	0	67
State Education	68	4	125	0	197
State Health	0	10	0	0	10
State Human	0	1	0	0	1
State Mental Health	0	3	20	10	33
State Rehabilitation	89	28	97	10	224
Other Service Delivery System	9	11	8	0	28
Totals	5,576	1,014	3,497	641	10,728

[1] This year, Competitions 84.158Q and 84.158U contain only new projects. Therefore, no numbers are available.

[2] (i.e., parents who are abusive, adolescent, disabled, limited English proficiency, migrant, single, substance abusing, or surrogate).

SUMMARY OF COMPETITION PROFILES FOR ACTIVE AND EXPIRED PROJECTS

The following section presents summaries of the individual grant competitions represented in this Compendium and is based on information from the actual grant application packet. Each is updated where necessary to reflect subsequent competitions. Six federally funded competitions are represented in the projects in the current edition: Postsecondary Demonstration Projects (84.078C), Youths with Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), Research Projects on the Transition of Special Populations (84.158P), Multi-District Outreach Projects (84.158Q), and Student Involvement Projects (84.158U). The Competition Index on page 323 provides page numbers for the locations of all active and expired projects in all six competitions.

COMPETITION PROFILE: CFDA 84.078C

POSTSECONDARY DEMONSTRATION PROJECTS

INITIAL COMPETITION: 3/7/85
SECOND COMPETITION: 12/16/85
THIRD COMPETITION: 12/8/86
FOURTH COMPETITION: 12/18/87
FIFTH COMPETITION: 11/10/88
SIXTH COMPETITION: 9/14/89
SEVENTH COMPETITION: 1/22/92
EIGHTH COMPETITION: 4/8/92
NINTH COMPETITION: 4/23/93
TENTH COMPETITION: 9/14/93

PURPOSE OF COMPETITION

The purpose of this competition was to provide assistance for development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for individuals with disabilities. The absolute priority for this competition was model projects of supportive services to individuals with handicapping conditions, other than deafness, focusing on specifically adapted or designed educational programs that coordinate, facilitate, and encourage education of these individuals with their nondisabled peers.

Applicants were encouraged to consider program and curricular adaptations or modifications or the creation and enhancement of placement linkages that would improve the transition to work. In the initial competition, applicants were encouraged to develop models of generic postsecondary services for students, that improve the transition to work, including program adaptation, curricula design and modification, program organization, and placement linkages.

Projects in vocational technical schools and institutions and at community colleges and other two-year institutions were especially invited. Projects were to produce information and practices that would facilitate replication in other agencies and improve work opportunities for persons with disabilities in postsecondary settings.

The next two competitions also focused on the absolute priority of the initial competitions; however, the invitational priority for these competitions specified a focus on individuals with specific learning disabilities. The third competition emphasized a focus on new or innovative methods of improved support services, curricular modifications, and/or program adaptations for students with disabilities. The fourth competition priority supported model programs that provide development or refinement of employment-related skills to youths with mild and moderate disabilities.

In the fifth competition, the priority was to improve vocational outcomes for youths who have recently completed secondary education programs, and to focus on short- and long-term educational interventions necessary to assist youths in securing competitive employment.

In the sixth competition, emphases included (a) locating and serving youths and adults with disabilities who are in need of continued educational services, working cooperatively with secondary schools, as appropriate; (b) achieving appropriate job placements for persons with disabilities served through individualized education interventions; and (c) providing follow-up and follow-along activities for persons with disabilities served in the project who are placed in jobs.

In the seventh, eighth, and ninth competitions, emphases included (a) developing inservice training programs for faculty, staff, and career placement office personnel; (b) obtaining the involvement of employers by placement offices in campus-based career opportunities; (c) increasing placement percentages for students with disabilities by the forming of cooperative agreements; (d) enhancing the career experiences of students with disabilities by facilitating opportunities for needed work experiences; and (e) providing technical assistance to administrators, faculty, and staff of postsecondary educational programs.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Individuals with Disabilities Education Act.

ELIGIBLE RECIPIENTS

State education agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies were eligible for each competition.

FUNDS AVAILABLE

Approximately $1,000,000 was available for support of an estimated 12-14 new grants in fiscal year 1985. The approximate amount available for the second competition (fiscal year 1986) was $800,000 for support of 12 new demonstration projects. The approximate funds available for FY 1987 was $1,000,000 for an estimated 10 awards. In FY 1988, the approximate amount of funds for 11 awards were $1,000,000, and for the fifth competition (FY 1989), approximately $800,000 was available for an additional 10 model projects. For FY 1990, approximately $1,159,000 was available for an estimated 12 awards. For FY 1991 approximately $2,351,000 was awarded for an estimated 22 awards, and for FY 1992 approximately $2,000,000 was available for an estimated 20 awards. For FY 1993, approximately $1,800,000 was available for an estimated 18 awards. For FY 1994 and 1995, approximately $700,000 was available for an estimated 7 awards.

NUMBER OF GRANTS AWARDED

In FY 1985, 14 demonstration grants were awarded, and in FY 1986, 13 new demonstration grants were awarded. Twenty new grants were awarded in FY 1987, 11 in FY 1988, nine in FY 1989, nine in FY 1990, 17 for FY 1991, 14 for FY 1992, 15 for FY 1993 and 14 for FY 94-95. Currently there are 44 active projects in this competition. Sixteen projects expired in 1994.

DURATION OF GRANTS

For FY 1985 and FY 1986, approval was for two- and three-year periods, subject to an annual review of progress and availability of funds. For FY 1987, grant approval was for one-, two-, and three-year periods. All grants awarded in FY 1988-1994 were for a three-year period.

COMPETITION PROFILE: CFDA 84.158D

MODEL DEMONSTRATION PROJECTS TO IDENTIFY, RECRUIT TRAIN, AND PLACE YOUTHS WITH DISABILITIES WHO HAVE DROPPED OUT OF SCHOOL

INITIAL COMPETITION: 4/8/92
SECOND COMPETITION: 4/23/93
THIRD COMPETITION: 9/21/93

PURPOSE OF COMPETITION

The purpose of this priority was to support model demonstration projects implementing effective strategies to identify, recruit, train, and place youths with disabilities who have dropped out of school.

Emphasis included (a) developing techniques for locating and recruiting youths with disabilities who have dropped out of school and (b) identifying the unique curriculum modifications and supports that are needed to ensure their program participation and completion.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Local educational agencies.

FUNDS AVAILABLE

In this initial competition, approximately $840,000 was expected to be available to support up to eight projects. The approximate funds available for the second competition was $630,000 for support of up to 6 projects. For the third competition, approximately $532,000 was available for support of up to five projects.

NUMBER OF GRANTS AWARDED

Two new grants were awarded in the initial competition. Nine new projects were funded for FY 1993. Seven new projects were funded for FY 1994, for a total of 18 active projects.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

COMPETITION PROFILE: CFDS 84.158K

DEMONSTRATION PROJECTS TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

INITIAL COMPETITION: 9/14/89
SECOND COMPETITION: 1/22/92
THIRD COMPETITION: 4/8/92
FOURTH COMPETITION: 4/23/93

PURPOSE OF COMPETITION

The purpose of this priority was to support model projects that identify the skills and characteristics necessary for self-determination, as well as the in-school and out-of-school experiences that lead to development of self-determination.

Emphases included (a) strategies to systematically involve youths with disabilities in the types of activities that foster assertiveness, creativity, self-advocacy, and other skills associated with self-determination; (b) development and testing of strategies to assist families and service providers in understanding the importance of self-determination and supporting changes in roles and responsibilities; and (c) strategies to involve adults with disabilities in the transition process as information resources, role models, and advocates.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

In the initial competition, approximately $618,000 was expected to be available to support up to five projects. Funding in the second competition was for approximately $796,000. Funding in the third competition was for approximately $928,000. In the fourth competition, approximately $470,000 was available to fund up to four projects.

NUMBER OF GRANTS AWARDED

Five projects were funded in the initial competition, seven were awarded in the second competition, and eight were added in the third competition. Six new projects were funded under the fourth competition for a total of 26 projects (14 active and 12 expired).

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

COMPETITION PROFILE: CFDA 84.158P

RESEARCH PROJECTS ON THE TRANSITION OF SPECIAL POPULATIONS TO INTEGRATED POSTSECONDARY ENVIRONMENTS

INITIAL COMPETITION: 1/22/91
SECOND COMPETITION: 4/8/92
THIRD COMPETITION: 4/23/93

PURPOSE OF COMPETITION

The purpose of this priority was to support research projects on effective strategies to provide transitional services to youths with disabilities, 16 through 21 who belong to one or more of the following special populations: adjudicated youth, youths with severe emotional disturbance, or youths with severe physical disabilities (including traumatic head injury).

Emphases included strategies that provide solutions to the problems associated with the transition from school to integrated postsecondary environments, such as competitive or supported employment, postsecondary education, vocational training, continuing education, adult services, or community-based living alternatives.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $690,000 was expected to be available to support up to six projects in the initial competition. Approximately $890,000 was made available in 1992 to support up to eight projects. In FY 1993, approximately $550,000 was made available to support up to five projects

NUMBER OF GRANTS AWARDED

Six grants were awarded in the initial competition and four more were awarded in 1992. In 1993, four more projects were awarded. Six projects expired in 1994. There are currently eight active projects.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

COMPETITION PROFILE: CFDA 84.158Q

MULTI-DISTRICT OUTREACH PROJECTS

INITIAL COMPETITION: 1/22/91

SECOND COMPETITION: 9/21/93

PURPOSE OF COMPETITION

The purpose of this priority was to support projects that enhance the capacity of local educational agencies by promoting implementation of proven transition services models, or selected components of these models, in multiple school districts within a state based upon specific needs.

Emphases include accomplishing model implementation, vocational education/training, independent living, supported/competitive employment, information sharing, and on-site observation of model programs.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies, and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $796,000 was expected to be available to support up to seven projects in the initial competition. Approximately $707,000 was available for up to seven projects in the second competition.

NUMBER OF GRANTS AWARDED

Eight grants were awarded in the initial competition. All have expired (in 1994). Six grants were awarded in 1994 for a total of six active projects.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

COMPETITION PROFILE: CFDA 84.158U
RESEARCH PROJECTS ON STUDENT INVOLVEMENT IN TRANSITION PLANNING

INITIAL COMPETITION: 9/21/93

PURPOSE OF COMPETITION

This priority supports research projects on the active participation of students with disabilities in the transition planning process. These projects must (1) identify factors that facilitate student involvement, and (2) develop material for national dissemination on effective interventions and strategies for increasing student involvement. Projects supported under this priority are to develop interventions and strategies to help students identify their preferences and interests.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

State education agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies were eligible for this competition.

FUNDS AVAILABLE

Approximately $500,000 was available for up to two projects.

NUMBER OF GRANTS AWARDED

Two demonstration projects were awarded in FY 1994.

DURATION OF GRANTS

In FY 1994, approval was for up to 42 months.

PROJECT PROFILES

The following Project Profiles section reflects a regional emphasis. Individual project profiles are grouped according to region and listed in order first by competition, and then within each competition by state.

Each group of individual project profiles is preceded by a regional summary which identifies the region, and grant competitions represented in that region, and an overview of the major demographic and operating characteristics of the projects.

The primary sources of data for the individual project profiles were the Transition Project Annual Survey Forms for Ongoing, New, and Expired Projects as completed and returned by project staff during the 1994-1995 project year.

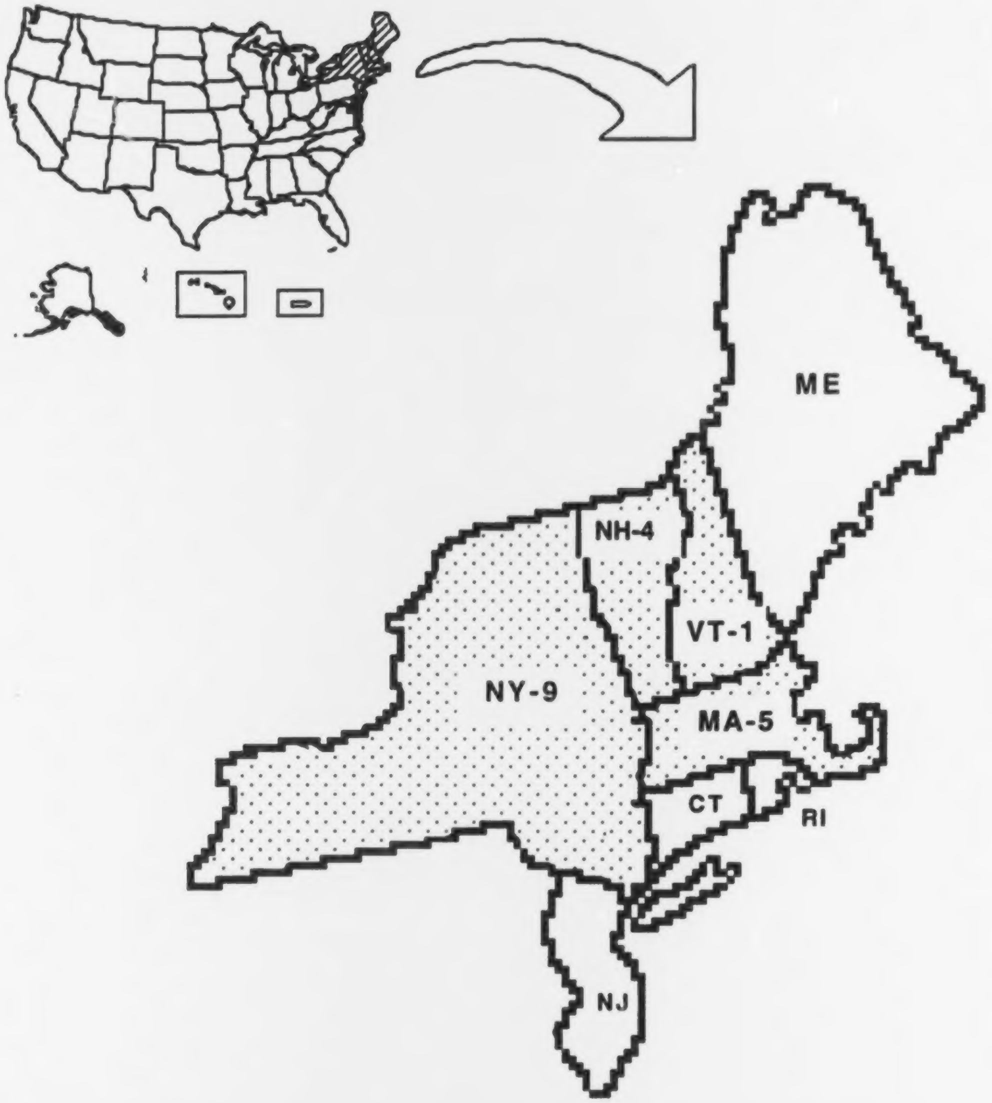
REGION I PROJECT PROFILES

REGIONAL PROFILE

Region I, Northeast region, is composed of eight states: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont. Of these states, only half have active model demonstration projects: Massachusetts (n=5), New Hampshire (n=4), New York (n=9), and Vermont (n=1), for a total of 19 current projects in Region I. Competitions represented are Postsecondary Demonstration Projects (84.078C), Youth With Disabilities Who Have Dropped Out of School Projects (84.158D), Self-determination Projects (84.158K), Research Projects on the Transition of Special Populations (84.158P), Multi-District Outreach Projects (84.158Q), and Student Involvement Projects (84.158U). The first map in this section plots the number of active projects in each state for Region I. The second map identifies each project by competition and by Transition Institute number.

A set of summary tables, tabulating by project individuals with disabilities served and provision of related developmental training, follows the active project profiles for this region. This information is taken directly from survey forms received from each project. For those projects who did not return survey forms this year (Transition Institute Nos. 344, 405, 359), other project data (from last year's survey form, if applicable) are provided, if available.

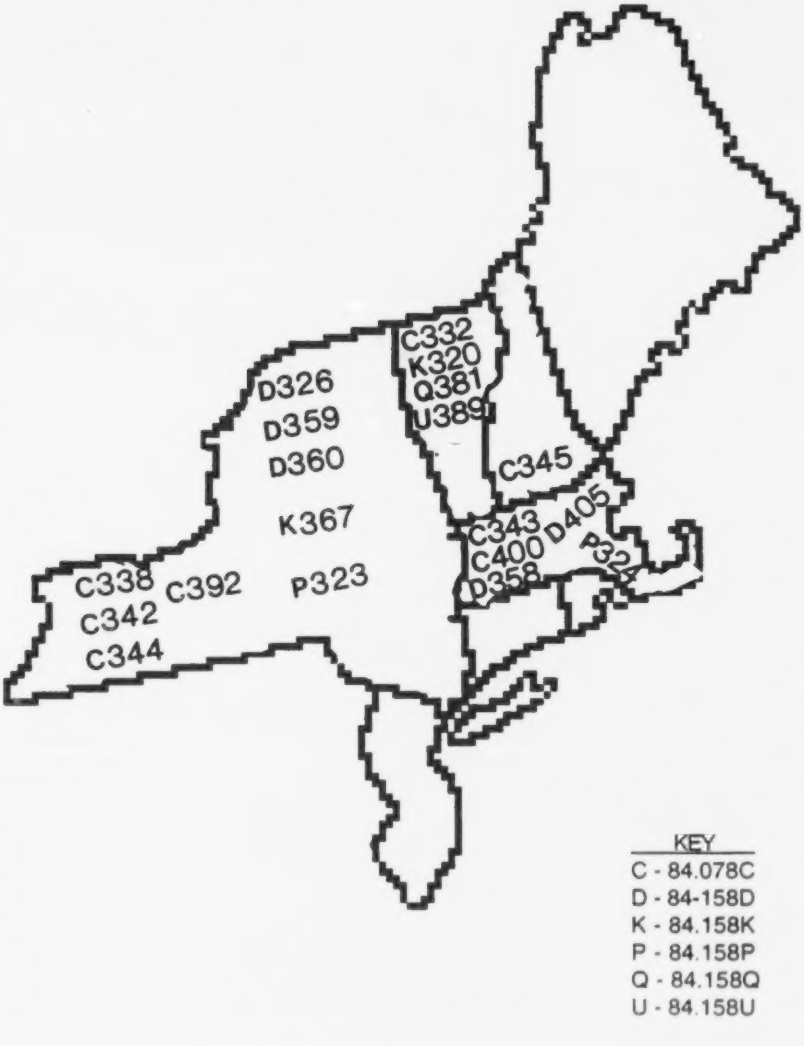
Geographic Distribution of Model Demonstration Projects in Region I: Northeast
as of May 1995
($\underline{N}$ = 19)


ME
NH-4
VT-1
NY-9
MA-5
CT
RI
NJ

░ Shading indicates states where projects are located.
Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region I: Northeast -- By Competition Number and Transition Institute Number as of May 1995

(N = 19)


C332
K320
Q381
U389
D326
D359
D360
K367
P323
C338
C342
C344
C392
C345
C343
C400
D358
D405
P324

KEY

C - 84.078C
D - 84-158D
K - 84.158K
P - 84.158P
Q - 84.158Q
U - 84.158U

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PROJECT SCORE
STUDENTS CREATING OPTIMAL RESOURCES FOR EMPLOYMENT

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Kristine Kozuch

Project Coordinator:
Kristine Kozuch

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30036

Transition Institute #: 343

Start Date: 9/1/93 End Date: 8/31/96

Region: 1

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000
Region within the State of Massachusetts
(i.e., more than one county)

Project Purpose:

Four primary objectives will be pursued during the 36 months of the grant:

1. To develop and evaluate a model, inservice training program that provides community college faculty with information on employment support services for disabled students.
2. To implement a career advising, personal planning and job skills course to ensure the readiness of students for cooperative education, internships and work study placements.
3. To develop pro-active methods for informing local employers about ADA compliance issues.
4. To assemble a handbook of curriculum materials, workshop agenda and qualitative reports and to disseminate via presentations and publications on a national level.

Expected Outcomes:

1. 60 disabled students will enroll in a career planning/job skills course each year of the grant.
2. 45 disabled students will be placed in experiential learning activities in the 2nd and 3rd years.
3. 40 disabled graduates will be placed into unsubsidized, non-sheltered employment by the end of the third year.
4. Training of 50 career education faculty as "adjunct job placement representatives" will occur.
5. The project coordinator will serve as a resource person and research the technologies to identify adaptive equipment that disabled persons may use to perform specific vocational tasks.

6. The project will sponsor an annual half day employer conference on compliance with ADA regulations.
7. A brochure on the project's information referral services and adaptive equipment and employment opportunities will be developed and given to employers.
8. A 10 minute video depicting students will be developed for use in community presentations.

Approach Used to Reach Expected Outcome

Explained in above outcomes.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 41 Female: 41

Ethnicity of Target Population:

Asian, Black/African -American, Hispanic, White

Barriers to Project Implementation

1. Possible addendum proposed to change one objective that requires the project to sponsor a half-day employer conference in June, 1995. An addendum is being proposed to OSERS to do a materials dissemination to local employers on ADA accommodations, adaptive technology, and awareness training.

2. No other changes foreseen.

PROJECT ENABLE

Project Director:
Willa S. Peterson, CRC

Project Coordinator:
Janice Gaidanowicz

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C40078

Transition Institute #: 400

Start Date: 10/1/94 End Date: 9/30/97

Region: 1

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

Project Purpose:

The purpose of Project Enable is to develop a successful and replicable model for service provision which fosters the academic success and employment readiness of students with disabilities at a four year college. Our goals are to provide programming and services and support which addresses the unique academic psychological and practical barriers to the college success of students with disabilities; to increase the level of successful participation of students with disabilities in activities which develop the career awareness and focus, career-related skills, and career related experience leading to increased placement after graduation in professional positions; to develop and offer programming on disability awareness and resources to the various communities surrounding students with disabilities; and to document and promote Project Enable as a replicable model for other institutions and as a resource in the field.

Expected Outcomes:

Expected outcomes include continued increased enrollment of students with disabilities; a more positive post-secondary experience resulting in highly skilled, career versed graduates; increased disability awareness by all constituencies; establishment of Project Enable as a clearinghouse of information; building awareness and use of resources among the minority community; and an increase in stable, professional level employment for graduates.

Approach Used to Reach Expected Outcome:

Project Enable activities will include:

1. Extensive outreach/dissemination including links to secondary schools, with FSC Upward Bound, community organizations, minority recruitment, and dissemination to regional networks and nationally;

2. College-wide awareness and training on adaptive equipment, comprehensive needs assessments, individualized assistance to students, psychological and practical barriers counseling;
3. Experiential and career related training including individualized career plans, internships, extracurricular involvement, job search skills and post graduate assistance.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 50-75 students with disabilities; 50 faculty, staff, educators, and employers.

THE CAREER INITIATIVES PROJECT

Project Director:
Wayne H. Husted

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20001

Transition Institute #: 332

Start Date: 2/1/93 End Date: 9/30/95

Region: 1

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

Project Purpose:

To conduct a three year program designed to develop, evaluate and disseminate a cooperative effort enhancing the role and capacity of the Office of Career Services and Co-Operative Education in arranging pre-employment opportunities and employment placement for students with disabilities.

Expected Outcomes:

Each year of the grant period 15-25 students will enroll and take part in project activities. Internships and/or field experience sites both on and off campus to be developed. A handbook for employers to be developed. Training for faculty/staff/students and employers to be conducted.

Approach Used to Reach Expected Outcome

The four interrelated activities are:

1. Staff Development - including training existing college personnel and employers to provide appropriate and effective service to persons with disabilities.
2. Student Development - including a program of intensive career development activities, counseling and on-campus employment experiences for students with disabilities.
3. Job and Employer Development - including collaboration with employers and vocational rehabilitation professionals as well as technical assistance for students, families and employers on issues of job accommodation.
4. Collaboration and Dissemination - including dissemination through existing journals, networks and associations which address the needs of students with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 21 Female: 20

Ethnicity of Target Population:

American Indian/Native American, Multi-ethnic

ACCESS TO EMPLOYMENT: ENHANCING CAREER PLACEMENT OPPORTUNITIES FOR COLLEGE STUDENTS WITH DISABILITIES

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Lana Smart

Project Coordinator:
Peter Altschul

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Fax: 516-747-2046

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20036

Transition Institute #: 338

Start Date: 10/1/92 End Date: 9/30/95

Region: 1

Geographic Service Delivery Area:
National

Project Purpose:

The purpose of the Access to Employment program is to develop a service delivery model which will enhance the role and capacity of career placement offices at four-year colleges and universities to provide pre-employment and employment opportunities for students with disabilities.

Expected Outcomes:

The Access to Employment program is designed to improve the employment potential and career options of college students with disabilities while enabling corporations to recruit the talent they need. This is being accomplished by increasing the working relationships among corporations, universities, vocational rehabilitation professionals, and students with disabilities.

Approach Used to Reach Expected Outcome:

1. Facilitating day-long planning sessions in conjunction with each school where participants identified factors that promote and inhibit the employment of students/graduates with disabilities, developed potential solutions and set goals, and formulate an action plan consonant with the needs and cultures of each school. At the conclusion of each planning session, committees were formed to begin to implement these plans;
2. Communicating regularly with these committees to monitor their progress and provide ongoing technical assistance;
3. Designing and conducting several highly interactive half-day "Interviewing Skills" workshops where an equivalent number of students with disabilities and corporate representatives participated in a variety of activities, culminating in one-to-one practice interviews and debriefings;

4. Facilitating annual meetings of each constituency group (students with disabilities, university administrators, and corporate representatives) to provide guidance on project activities; and
5. Making presentations and writing articles to disseminate project findings to a broad range of professional audiences.

PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project.

Barriers to Project Implementation

1. The lack of university resources (money, staff, adaptive equipment, etc.). The results of this lack of results are varied and interconnected. Many university administrators do not have financial resources to provide such amenities as coffee and snacks that are usually offered to participants of training programs. In many cases, the lack of staff makes it more difficult not only to find the time either to evaluate the programs already in place or to develop more effective programs to serve students with disabilities but also to market those programs that already exist. Finally, the lack of adaptive equipment makes it more difficult for students with disabilities to complete class assignments timely. More importantly, many students are likely to be unfamiliar with alternative adaptive equipment that might make them more productive employees.
2. Spotty communication between universities and employers. One of the major tasks of project staff has been to serve as "communication facilitators" between university administrators and corporate representatives resulting in a fear among project staff that this communication is likely to cease if the project ends in October, 1995.
3. The lack of job-hunting skills and self-confidence among students with disabilities. While students with disabilities can benefit from participating in enhancing job-hunting skills programs alongside students without disabilities, students with disabilities need assistance in developing strategies related to disclosing their disability, requesting accommodations, and overcoming the attitudinal barriers that exist among many employers.
4. The need for greater involvement by students with disabilities, faculty, and representatives of state offices of vocational rehabilitation. Because students with disabilities are not involved in designing programs to meet their needs and due to academic pressures, many of these students do not take advantage of these programs. Faculty noninvolvement in this project is particularly disturbing because many faculty members alert their more promising students to interesting job leads. Finally, increased involvement of vocational rehabilitation professionals will allow them to contribute their expertise derived through providing career counseling and placement services to individuals with disabilities while enabling them to identify additional clients and potential employers.

THE DEVELOPMENT OF RESOURCES FOR CAREER PLACEMENT PROGRAMS FOR COLLEGE STUDENTS WITH DISABILITIES

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Mike Van Ryn

Project Coordinator:
Ann Marie Haase

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Fax: 518-486-4985

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20024

Transition Institute #: 342

Start Date: 10/1/92 End Date: 9/30/95

Region: 1

Geographic Service Delivery Area:
State of New York

Project Purpose:

To enhance the role and capacity of postsecondary career development and placement staff who arrange pre-employment opportunities for college students with disabilities and their subsequent employment in integrated settings.

Expected Outcomes:

Besides increasing accessibility for the approximately 20,000 college students with disabilities to career counseling and placement and other career-related support services currently available to other college students, the Department expects an increase in the number of college students with disabilities obtaining and maintaining employment as a result of receiving such services. Additionally, the Department expects that the connections between career development and placement offices and offices providing services to students with disabilities will be strengthened; that approximately 250 staff members from the career development and placements offices in the State's 250 degree-granting postsecondary institutions will be trained to work with college students with disabilities; that a self-sustaining interactive training program for college faculty and staff and career development and placement staff will be developed; and that a communications network which will include referral services will be established.

Approach Used to Reach Expected Outcome

During the first year of this project, the Department through a college and a university will produce a self-sustaining interactive inservice training and orientation program for career development and placement staff, college faculty, and other staff. In the second year, 250 college development and placement staff will be trained statewide through regional sessions. The Department will establish a communications network which will include referral services.

PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project.

Barrier To Project Implementation

We have had to establish a traditional as well as an electronic communications network.

CAREER DEVELOPMENT FOR STUDENTS WITH DISABILITIES

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Thea Custis

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30044

Transition Institute #: 344

Start Date: 10/1/93 End Date: 10/1/96

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The purpose of the project is to assist students with disabilities in meeting the transition from school to work and to aid students in their job search through training and internship and counseling.

Expected Outcomes:

1. To place 40 students in internships and/or permanent positions related to their field of study.
2. To develop a model which can be duplicated nationwide.
3. To create a manual for students—employees and employers.

Approach Used to Reach Expected Outcome

1. Development of an Advisory Board.
2. Establishing a successful link between business and the college community.
3. Setting up a computer networking system throughout the state through different colleges.

POSTSECONDARY EDUCATION PROGRAMS FOR INDIVIDUALS WITH DISABILITIES

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Project Coordinator:
William Carpenter

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078-----

Transition Institute #: 392

Start Date: 10/1/94 End Date: 9/30/97

Region: 1

Geographic Service Delivery Area:
Region within a state (i.e., more than one county)

Project Purpose:

This outreach project is designed to develop, implement, evaluate, and disseminate new approaches for serving students with disabilities in postsecondary education settings. Through the collaborative efforts of the New York State Education Department's Offices of Vocational and Educational Services for Individuals with Disabilities; Higher and Professional Education; and Elementary, Middle, Secondary and Continuing Education, the proposed project will (a) enhance student potential for successful secondary education experiences; and (b) improve the capacity of postsecondary education institutions in New York State to reach out and serve students with disabilities. This project will focus on individuals with disabilities from minority backgrounds, including African Americans, Indians, Hispanics, Asians and Haitians.

Expected Outcomes:

5,000 students, 1,000 secondary education professionals and 200 coordinators of college services for students with disabilities will benefit from improved outreach, skills development and planning for secondary education students with disabilities from culturally and linguistically diverse backgrounds to better prepare and enable these students to enter and successfully complete postsecondary education programs.

Approach Used to Reach Expected Outcome:

Outreach:

1. Study of labor market trends and relationships with post secondary education.
2. Linkages between secondary and postsecondary education populations and transition services.

3. Information on entry level skills needed for entry into college, support services available, and placement results of graduates will be incorporated in the project.

Planning:

Develop strategies to include college personnel in the transition planning process for students in secondary education.

Skills Development:

Skills necessary to meet minimum competencies for entrance into college will be part of secondary education programs.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 1,000.

VERMONT TECHNICAL CAREER OPPORTUNITY PROJECT

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Project Coordinator:
Marcia Baker

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C-----

Transition Institute #: 345

Start Date: 10/1/93 End Date: 10/1/96

Region: 1

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

Project Purpose:

The purpose is to develop, implement, and evaluate a model for providing career development technical education, and placement services to young adults with disabilities in technical centers throughout Vermont.

Expected Outcomes:

1. The overall goal is to provide career development and placement services at the Technical Center for young adults with disabilities.
2. Increase opportunities for young adults with disabilities to participate in postsecondary training programs.
3. For participants to obtain employment that matches their skills and aspirations.

Approach Used to Reach Expected Outcome

1. Develop and implement a recruitment process for identifying and disseminating information to young adults with disabilities to promote their participation in postsecondary area technical centers.
2. Develop, deliver and evaluate a program of professional development for center staff including technical instructors and cooperative education personnel to enhance their knowledge and skills related to curricular, instructional and physical accommodations.
3. Provide ongoing technical assistance to center staff on the implementation of a Student Support Team (SST) responsible for assisting technical instructors and cooperative education personnel in accommodating individual students in classroom and experiential teaching/learning activities.
4. Develop a Career Development and Placement Plan (CDPP) for each young adult that enrolls in the Technical Career Opportunities Project.

5. Identify and recruit employers to participate in a variety of career education and training opportunities to be provided to young adults with disabilities.
6. Develop and maintain interagency cooperative agreements between the Division of Vocational Rehabilitation, the Department of Employment and Training, the Department of Education, and the Area Technical Centers.
7. Provide students with a variety of cooperative educational opportunities including work experiences and job placement prior to and at the time of completion of the technical program.
8. Evaluate the project to determine overall impact.
9. Disseminate information on project processes and outcomes to state and national audiences.
10. Three "mini-grants" to three technical centers in Vermont to enhance employment/educational outcomes for young adults with disabilities.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

Number of Customers Served by Gender:

Male: 9 Female: 6

Ethnicity of Target Population:

White, Multi-ethnic

Barriers to Project Implementation:

No significant barriers.

1. The lack of any significant career planning/career development activities in student's history. Often students enter training program not having a clear direction/career goals.

2. The intense level of supports and interagency involvement needed by some of the students because of the severity of their disabilities. Increased number of referrals for students labeled severely emotionally disturbed.

BRAVO! (BROCKTON AREA VOCATIONAL OPPORTUNITIES)

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Ilene Asarch

Project Coordinator:
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Competition #: 84.158D
(Youths With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D----

Transition Institute #: 358

Start Date: 10-1-93 End Date: 9-30-96

Region: 1

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

Project Purpose:

BRAVO! (Brockton Area Vocational Opportunities) is a program designed to help youth with disabilities who have dropped out of high school find employment, training and educational opportunities in the greater Brockton area. The program provides vocational, educational and support services to 35 individuals annually. BRAVO! emphasizes community involvement in all aspects of programming.

Expected Outcomes:

The three year project will ultimately broaden the capability of the Brockton area service providers in assisting adolescents with barriers to obtain employment. By implementing a community based system of identification, tracking, referrals and a support service network, the program will help youth in the community to achieve self-sufficiency and demonstrate effective prevention strategies for the future. The project will assess drop out risk factors and will collect key baseline information for all identified individuals who have dropped out of school (both those who participate in the program and those who do not).

The BRAVO program has four chief goals:

1. To demonstrate successful outreach and recruitment strategies with youth with disabilities who have dropped out of high school and are likely to be unemployed, isolated, poor and suffering from cultural/linguistic barriers.

2. To provide individualized vocational, employment, education, and training services to 35 individuals with disabilities annually using a strong existing network of community resources for referral, outreach, case management and support.

3. To test and refine data collection systems and program designs, appropriate to Brockton special education students and (beginning in years 2 and 3) implement them in Brockton High School.
4. Based on project data, both descriptive and evaluative, conduct community and school system education and public outreach concerning the drop out rate of youth with disabilities, its causes, the costs to the community, and positive alternatives and outcomes.

Approach Used to Reach Expected Outcome

Outreach/Enrollment: By working with community agencies, Brockton high school staff, churches and ethnic/cultural organizations, BRAVO will build a referral network and create a strong support network for program participants and their families.

Vocational Exploration and Preparation: In 4 cycles of an eight week employment skills preparation course, participants develop job seeking skills and explore career options. Career Exploration tours of companies and training programs will be arranged. Classes will be held in local businesses and community colleges. The approach to programming is individualized and flexible.

Job Placement (Supported Work), Internships or Training Programs: BRAVO will assist participants in locating jobs, internships, training programs or educational programs. JVS will provide support and counseling through their career development.

Support Services: BRAVO anticipates that once participants begin to identify and pursue their vocational goals, the importance of obtaining a GED will become apparent. Upon request, BRAVO will assist program participants locate existing Brockton area resources to secure their GED's.

GED/Adult Basic Educational Instruction. Based upon individual need, BRAVO will provide small group and individualized instruction to participants who have been unable to access existing GED services.

Mentor Program: BRAVO will recruit volunteers from the business community and match a mentor to each participant (based upon career interests).

Job Support: Participants have the opportunity to join a job support group: forum for sharing information and experiences and for sharing/giving support.

Ongoing Follow-Up Referral Services: JVS will provide referral to community support services and will provide case management to participants throughout the life of the contract.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 25 Female: 15

Ethnicity of Target Population:

Black/African-American, Hispanic, White, Multi-ethnic, Other

Barriers to Project Implementation:

No significant barriers. BRAVO has exceeded enrollment goals. First year program results show a significant lack of GED services available for youth with special needs. Many BRAVO participants were unable to gain access into these programs due to academic requirements and long waiting lists. Therefore, BRAVO added this service to our program model.

THE COMMUNITY CONNECTIONS COLLABORATIVE PROGRAM

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Sandra Copman

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Competition #: 84.158D
(Youths With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D----

Transition Institute #: 405

Start Date: 1994 End Date: 1997

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The Community Connections Program represents a significant collaboration between six key agencies in Boston to leverage available resources to address the problem of high school dropout amongst inner city students with a range of disabilities.

The collaborative program will enroll a minimum of 60 participants, increasing the enrollment over the course of the 36 month proposed program to approximately 100 students. Approximately 75% will be students at risk of dropping out of school between the ages of 16 and 20; and the other 25% will be recent dropouts aged 16 to 22.

Expected Outcomes:

Expected outcomes include: the prevention of a minimum of sixty students from dropping out of high school; the development of "natural supports"; job training and placement in viable industries; improved functional literacy skills; development of positive self-esteem; and integration with the community.

Approach Used to Reach Expected Outcome

Activities will include: hands-on training in becoming nurse assistants and home health care aides; career exploration and internships through a variety of health care, including child care and technology; working in the environmental sciences field specifically as recycling technicians (a viable employment position created by BPS with area employers); attending adapted college courses in child care, technology, and health fields, leading to job training and placement with these industries; travel training around the city on the public transit system; learning community based skills in natural environments; participating in community and college life resulting in the development of interests and a network of friends, work contacts, and "natural supports," and family centered activities including informational meetings and student-centered transitional planning.

MODEL DEVELOPMENT PROJECT TO IDENTIFY, RECRUIT, TRAIN AND PLACE STUDENTS WITH DISABILITIES

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Israel Cruz

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Competition #: 84.158D
(Youths With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D20006

Transition Institute #: 326

Start Date: 10-1-92 End Date: 9-30-95

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

This project is designed to complement and expand the current program in transition services to include youth with disabilities who have dropped out of school. Specifically, the proposed project will implement a lifelong learning model to identify, recruit, train, and place youth with disabilities who have dropped out of the secondary school system.

Expected Outcomes:

One hundred students with disabilities who have dropped out of secondary education will obtain meaningful appropriate academic and vocational training or services which will be the vehicle to obtaining employment outcomes.

Approach Used to Reach Expected Outcome

1. Implement strategies to identify students who have dropped out of special education programs;
2. Develop community-based approaches to the recruitment of students into the transition program;
3. Coordinate existing adult education, job training, adult services, special education and employment placement to provide appropriate transition programs in integrated, age-appropriate settings for youth with disabilities who are under the age of 21;
4. Place and provide support to youth with disabilities in integrated employment settings, postsecondary education, or adult services consistent with the transition program;
5. Validate the demonstration model and replicate the project in targeted urban transition regions in the State.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 68 Female: 17

Ethnicity of Target Population:

American Indian/Native American, Black/African-American, Hispanic, White

NYU CAMPUS—CITYWIDE CAMPUS DROPOUT PROGRAM

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Project Coordinator:
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Competition #: 84.158D
(Youths With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D30020

Transition Institute #: 359

Start Date: 10-1-93 End Date: 9-30-96

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The purpose of the project is to target diploma eligible students with moderate to severe disabilities, age 17 and older, who have dropped out of District 75/Citywide Special Education Schools.

Expected Outcomes:

1. increased academic knowledge and skills related to the content of individually developed accredited community referenced curriculum.
2. increased vocational knowledge, skill and maturity as a result of appropriate job site placement as measured by surveys, attendance and job placement.
3. acquisition of a high school diploma.
4. increased skills and techniques related to self advocacy.
5. increased skills in daily living skills.
6. increased skills in personal social skills.

Approach Used to Reach Expected Outcome

1. extended flexible school day.
2. one to one mentoring from NYU staff.
3. practicum experiences.
4. job training sites.
5. parent/family support
6. NYU campus facilities: gym, computers, student activity center, mentors.
7. community internship with programmatic support.

DEMONSTRATION PROJECT TO IDENTIFY, RECRUIT, TRAIN AND PLACE YOUTHS WITH DISABILITIES WHO HAVE DROPPED OUT OF SCHOOL

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Project Coordinator:
Annette Wyche

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Competition #: 84.158D
(Youths With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D30022

Transition Institute #: 360

Start Date: 10-1-93 End Date: 9-30-96

Region: 1

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

Project Purpose:

The purpose of this project is to demonstrate a model community-based program to provide employment and independent living opportunities to youth with disabilities who have dropped out of school.

Expected Outcomes:

This project will provide opportunities for our clients to achieve the following:
1. Complete high school in a variety of ways and in a variety of settings.
2. Become trained in a variety of skills necessary to live and work independently in the community.
3. Employment in career-oriented fields.
4. Pursue additional education as required by career advancement.

Approach Used to Reach Expected Outcome

1. Clients and their parents are involved in design and development of the program.
2. Community-based organizations and service agencies will provide an array of services and supports necessary to clients' aculturalization to the world of work and independent living.
3. Employers will work with the staff and clients to integrate meaningful work and learning opportunities.
4. A disability accommodation system that will work with the community-based programs and employers to accommodate the needs of these youth so that they can participate fully in integrated programs.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 23 Female: 1

Ethnicity of Target Population:

Black/African-American, Hispanic

A STUDENT-DIRECTED MODEL FOR THE PROMOTION OF SELF-DETERMINATION

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Laurie E. Powers, Ph.D.

Project Coordinator:
Alison Turner

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20006

Transition Institute #: 320

Start Date: 10/1/92 End Date: 9/30/95

Region: 1

Geographic Service Delivery Area:
State of New Hampshire

Project Purpose:

Primary purpose is to develop and field-test a comprehensive model to promote self-determination among adolescents with physical disabilities and health challenges. The model and the project are intensively driven by students, adult consumers and families. The project is collaboratively implemented by the Hood Center, Granite State Independent Living Foundation, and Parent to Parent of New Hampshire.

Expected Outcomes:

1. Enhanced functional independence of students.
2. Enhanced problem-solving, planning, social networking, and support management skills among students.
3. Enhanced perceptions of student capabilities by parents.
4. Increased access to inclusive community-based opportunities by youth.
5. Development of on-going collaborative ties between an independent living organization and a parent organization.

Approach Used to Reach Expected Outcome

The four major components of the project are:
1. mentor facilitated skill-building,
2. community-based mentoring experiences,
3. parent support and coaching, and
4. development of a state-wide program of peer support.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 15 Female : 14

Ethnicity of Target Population:

White, Other.

DEMONSTRATION PROJECT TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

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Project Coordinator:
Dr. Linda Hickson

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30036

Transition Institute #: 367

Start Date: 8/1/93 End Date: 7/31/96

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

Demonstrate gains in self-determination levels among secondary youth with disabilities.

Expected Outcomes:

1. Increased levels of self-determination.
2. Positive evaluations from project participants regarding student gains.
3. Cost/effect analysis of project effects on students' self-determination of school and in the community.

Approach Used to Reach Expected Outcome

1. Student-teacher-parent cooperative groups who work together to select, adapt, and/or develop materials and approaches to enhance self-determination in youth.
2. Regular self-advocacy club meetings to build self-determination skills.
3. Regular IEP/ITP planning sessions to employ self-determination skills during IEP meetings.
4. Regular opportunities for students to apply self-determination skills in school and community.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 80 Female: 36

Ethnicity of Target Population:

Asian, Black/African-American, Hispanic, White

EMPIRICAL ANALYSIS OF THE EDUCATIONAL EXPERIENCES OF YOUNG ADULT TBI SURVIVORS WHO LIVE AND WORK IN INTEGRATED SETTINGS

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Project Coordinator:
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Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P20006

Transition Institute #: 324

Start Date: 10/92 End Date: 9/95

Region: 1

Geographic Service Delivery Area:
State of Massachusetts

Project Purpose:

The Statewide Head Injury Program (SHIP) of the Massachusetts Rehabilitation Commission is conducting a retrospective investigation of the factors that will most likely result in integrated lifestyles among young adults who survived traumatic brain injury. The results of this study will be used to design a model for transition services for TBI survivors ages 16 to 21. This model will support community integration and address the survivor's transition needs from school to post-secondary environments including competitive employment, supported employment, post-secondary education, and community-based living alternatives. The transition model will be developed and emphasize integration and practical applications of transition planning.

Expected Outcomes:

To develop a transition model to aid special educators and adult service providers in providing the necessary services and supports that survivors would need for successful transition from special education into community based, post-secondary environments. It is hoped that this model will increase the opportunities for an integrated lifestyle, and further enhance the quality of life for survivors of traumatic brain injury.

Approach Used to Reach Expected Outcome

Face-to-face interviews will be conducted with 70 TBI survivors, ranging in age from 22-35, as well as members of their families, to assess current levels of community integration, and other information relating to school and quality of life issues. A service delivery model will be developed in accordance with the results of this study. The results and model will be disseminated through publications, and presentations to national conferences, representatives of state and local special education programs, service providers and consumers.

PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project.

Barriers to Project Implementation

The identification of survivors to participate in the interviewing process has proven to be a significant barrier in the completion of the project goals. Although the project initiated an aggressive outreach plan, identifying individuals who both qualify, and are willing to participate, has been difficult.

PROJECT A.C.E.S.—NATURAL SUPPORTS IN THE WORKPLACE: AN ENHANCEMENT OF AN EXISTING SUPPORTED EMPLOYMENT PROGRAM SERVING YOUTH WITH PSYCHIATRIC DISABILITIES

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Competition #: 84.158P
(Research Projects on the Transition
of Special Populations)

Federal Grant #: H158P20008

Transition Institute #: 323

Start Date: 10/1/92 End Date: 9/30/95

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The proposed project will be designed as a controlled clinical/research program using random assignment of subjects to evaluate the effectiveness of two models of supported employment (job coach vs. natural supports) to a sheltered workshop program based on traditional vocational mental health rehabilitation procedures.

Expected Outcomes:

The project proposes to develop and evaluate supported employment programs for youth with psychiatric disabilities.

Approach Used to Reach Expected Outcome

The proposed program intends to expand and improve an existing supported employment program by developing and implementing a second, alternative model of supported employment known as the "natural supports in the workplace" model, which could be compared to the job coach model currently administered by the program. The proposed program will result in an additional 200 persons being screened by the existing program, and an additional 100 persons being enrolled in the program's one month evaluation program. An additional 60 persons will enter into the study, meaning that instead of 72 persons being assigned to one of two treatment programs as had been originally planned, 132 persons would be assigned to one of three treatment programs and followed-up. The proposed program will develop a supported employment program using natural supports in the workplace by combining the therapeutic elements of the supported employment programs with those of social skills training and intensive case management programs found to be effective with severely emotionally disturbed clients.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 30 Female: 10

Ethnicity of Target Population:

Black/African-American, Hispanic, White

DEVELOPING THE CAPACITY OF SYSTEMS TO TRANSITION STUDENTS WITH DISABILITIES FROM SCHOOL TO WORK USING NATURAL SUPPORTS

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Jo-Ann Sowers

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Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q40054

Transition Institute #: 381

Start Date: 10/1/94 End Date: 9/30/97

Region: 1

Geographic Service Delivery Area:
Rural area (places of > 2,500)
Towns and cities of 2,500-50,000
Urbanized Area (cities and surrounding areas of 50,000-1000)
More than one state

Project Purpose:

Replicate naturally supported employment approach for students transitioning from school-to-work.

Expected Outcomes:

180 students placed into jobs using natural support.

Approach Used to Reach Expected Outcome:

This project has three major goals or objectives. The first is the implementation of a naturally supported employment model for assisting youth with severe disabilities to obtain paid jobs. The model will be implemented Year I in three communities in New Hampshire. During Year 2 the model will be implemented in one community in Maine. During Year 3, implementation will occur in a second community in Maine and in a community in another Northeast state. The model will be implemented with a total of 180 youth during the three years of the project.

The second major goal of the project is to evaluate the effectiveness of the model and project. This will include the collection of information to assess impact on the youth who participate, on the businesses where students are placed, on staff who are trained by the project, and the agencies with whom we work.

The third major goal of the project is to disseminate the model and project information. Dissemination will include conducting an annual conference and presenting at national conference, writing a Supervisor's guide, developing an Employment Consultant's Checklist, writing a case study book, and submitting a description of the project to a professional journal.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project survey indicates that persons with disabilities will not receive direct service. However, the project also estimated that during the first year of funding, 60 individuals would be served.

TAKE CHARGE TRANSITION PLANNING PROJECT

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Project Coordinator:
Alison Turner

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Competition #: 84.158U
(Student Involvement Projects)

Federal Grant #: H158U-----

Transition Institute #: 389

Start Date: 10/94 End Date: 4/98

Region: 1

Geographic Service Delivery Area:
Rural area (places of >2,500)
Towns and cities of 2,500-50,000
Urbanized Area (cities and surrounding areas of 50,000-100,000
Metropolitan Areas (cities and surrounding areas of 100,000+)
More than one state

Project Purpose:

The project will (a) identify factors that promote or impede student involvement in transition planning, (b) design and comprehensively field-test interventions and materials to promote student involvement, and (c) provide an extensive program of regional and national dissemination of validated approaches.

Expected Outcomes:

Based upon previously validated strategies to promote transition-focused self-determination development and IEP/ITP collaboration, the Project will involve students, families, and school staff in a four month long program including (a) information and coaching for students to promote their acquisition of skills required to formulate, communicate, and oversee the achievement of transition goals, (b) peer support and mentoring for youth to promote their understanding of life options and abilities to overcome disability-related barriers to successfully transition, (c) training and technical assistance for professional staff in strategies they can use to promote student involvement in transition planning and implementation, and (d) information, coaching, and peer support for parents to promote their capacities to facilitate the planning efforts of their sons and daughters.

Approach Used to Reach Expected Outcome:

The project will conduct a multi-site, controlled field-test of the program followed by comprehensive dissemination of the interventions and materials among school districts, adult service providers, independent living programs, and parent organizations across the nation. Dissemination strategies will include regional training and consultation, national preconference workshops and presentations, publication of findings and interventions in scholarly journals, and preparation of a book.

PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 15.

Individuals with Disabilities Served by New and Ongoing Projects (N = 19) By Competition - Region 1

	84.078C							
Disability Categories	343	400	332	338	342	344	392	345
Autism	1	-	-			-	-	-
Serious Emotional Disturbance	14	*	-			-	-	7
Visual Impairment								
Including Blindness	4	*	3			*	-	-
Deafness	1	*	2	NOT DIRECT SERVICE	NOT DIRECT SERVICE	*	*	-
Deaf-Blindness	-	*	-			-	-	-
Developmentally Delayed	-	-	-			-	*	-
Dropout	-	-	-			-	-	-
Economically Disadvantaged	-	*	25			-	*	-
Hearing Impairment								
(NOT including deafness)	6	*	1			-	*	-
Mental Retardation	-	-	-			-	*	-
Multiple Disabilities	20	*	10			*	*	-
Orthopedic Impairment (includes all physical disabilities)								
Cerebral Palsy	2	*	6			*	*	-
Spina Bifida	1	*	1			*	-	-
Spinal Cord Injury	1	*	1			-	-	-
Other Physical Disability	12	*	4			-	*	-
Other Health Impairment								
AIDS or AIDS Complex	-	*	-			-	-	-
Cancer	-	*	-			-	-	-
Epilepsy	-	*	-			*	*	-
Inner Cranial Hemorrhage	-	*	-			-	-	-
Low Birth Weight	-	*	-			-	-	-
Medically Fragile	-	*	-			-	-	-
Substance Abuse Withdrawal	9	*	3			*	-	-
Technology Dependent	-	*	-			-	-	-
Traumatic Head Injury (including TBI)	2	*	-			-	-	-
Other	-	-	-			-	-	-
Specific Learning Disability	9	*	13			*	*	8
Speech or Language Impairment								
Articulation Disorder	-	*	-			-	*	-
Cleft Palate	-	*	-			-	-	-
Language Disorder	-	*	-			-	*	-
Not Specified	-	-	-			-	*	-
Project Category (A=Ongoing; B=New)	A	B	A	A	A	A	B	A

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Individuals with Disabilities Served by New and Ongoing Projects (N = 19) By Competition - Region 1 (continued)

	84.158D					84.158K	
Disability Categories	358	405	326	359	360	320	367
Autism	-		-	-	-	-	-
Serious Emotional Disturbance	*		8	*	4	-	2
Visual Impairment Including Blindness	-	NOT AVAILABLE	1	-	1	2	-
Deafness	-		-	-	-	-	-
Deaf-Blindness	-		-	-	-	-	-
Developmentally Delayed	-		5	-	-	7	-
Dropout	57		85	-	24	-	-
Economically Disadvantaged	-		39	-	10	16	-
Hearing Impairment (NOT including deafness)	-		-	-	-	-	-
Mental Retardation	-		5	-	-	7	36
Multiple Disabilities	-		-	-	-	3	-
Orthopedic Impairment (includes all physical disabilities)							
Cerebral Palsy	-		-	-	-	4	-
Spina Bifida	-		-	-	-	4	-
Spinal Cord Injury	-		-	-	-	-	-
Other Physical Disability	-		-	-	-	3	-
Other Health Impairment							
AIDS or AIDS Complex	-		-	-	-	-	-
Cancer	-		-	-	-	-	-
Epilepsy	-		-	-	-	3	-
Inner Cranial Hemorrhage	-		-	-	-	-	-
Low Birth Weight	-		-	-	-	-	-
Medically Fragile	-		-	-	-	-	-
Substance Abuse Withdrawal	*		-	-	-	-	-
Technology Dependent	-		-	-	-	-	-
Traumatic Head Injury (including TBI)	-		-	-	-	-	-
Other	-		-	-	-	8[1]	-
Specific Learning Disability	*		63	-	24	15	52
Speech or Language Impairment							
Articulation Disorder	-		-	-	-	4	-
Cleft Palate	-		-	-	-	-	-
Language Disorder	-		-	-	-	7	1
Not Specified	-		-	-	-	-	25
Project Category (A=Ongoing; B=New)	A	B	A	A	A	A	A

[1] Other: cystic fibrosis, heart dysfunction, asthma

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Individuals with Disabilities Served by New and Ongoing Projects (N = 19) By Competition - Region 1 (continued)

	84.158P		84.158Q	84.158U
Disability Categories	324	323	381	389
Autism		-	-	-
Serious Emotional Disturbance		110	-	*
Visual Impairment				
Including Blindness	N	-	-	-
Deafness	O	-	-	-
Deaf-Blindness	T	-	-	-
Developmentally Delayed		-	-	-
Dropout	D	-	-	-
Economically Disadvantaged	I	-	-	-
Hearing Impairment	R			
(NOT including deafness)	E	-	-	-
Mental Retardation	C	-	*	-
Multiple Disabilities	T	-	-	-
Orthopedic Impairment	S			
(includes all	E			
physical disabilities)	R			*
Cerebral Palsy	V	-	-	-
Spina Bifida	I	-	-	-
Spinal Cord Injury	C	-	-	-
Other Physical Disability	E	-	-	-
Other Health Impairment				
AIDS or AIDS Complex		-	-	-
Cancer		-	-	-
Epilepsy		-	-	-
Inner Cranial Hemorrhage		-	-	-
Low Birth Weight		-	-	-
Medically Fragile		-	-	-
Substance Abuse Withdrawal		-	-	-
Technology Dependent		-	-	-
Traumatic Head Injury (including TBI)		-	-	-
Other		-	-	-
Specific Learning Disability		-	-	*
Speech or Language Impairment				*
Articulation Disorder		-	-	-
Cleft Palate		-	-	-
Language Disorder		-	-	-
Not Specified		-	-	*
Project Category (A=Ongoing; B=New)	A	A	B	B

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 19)
By Competition - Region 1

	84.078C							
	343	400	332	338	342	344	392	345
Child/Individual with Special Needs	-	*	47	-			*	-
Parents	-	*	-	-			*	-
Family Members other than parents	-	-	-	-	NOT APPLICABLE	NOT APPLICABLE	*	-
Friends	-	*	-	-			-	-
Personnel								
Adult Service Providers	-	*	13	25			*	-
Caregivers	-	-	-	-			-	-
Case Managers	-	*	24	-			-	-
Education Personnel	<100	*	7	-			*	40
Employers	40+	*	67	50			-	-
Head Start Personnel	-	-	-	-			-	-
Health Professionals	-	-	-	-			-	-
Home Visitors	-	-	-	-			-	-
Job Coaches	-	-	-	-			-	-
Medical Personnel	-	-	-	-			-	-
Paraprofessionals	-	-	4	-			-	-
Peer/Co-workers	-	*	15	-			*	-
Recreation Personnel	-	*	2	-			-	-
Rehabilitation Personnel	-	*	47	-			*	-
Related Services Personnel	-	-	-	-			-	-
Special Education Personnel	-	*	12	-			*	-
Vocational Educators	-	*	5	-			*	-
Service Delivery System								
Community Health	-	-	-	-			-	-
Community Mental Health	-	*	-	-			-	-
Community Recreation	-	-	-	-			-	-
Community Social Services	-	*	-	-			-	-
Interagency Coordinating Council	-	*	-	-			-	-
Local Education	-	*	-	-			*	-
State Development Disabilities	-	-	-	-			-	-
State Education	-	*	-	-			*	-
State Health	-	-	-	-			-	-
State Human	-	-	-	-			-	-
State Mental Health	-	*	-	-			-	-
State Rehabilitation	-	*	-	-			*	-
Other Service Delivery System	-	-	-	5			*	-
Project Category (A=Ongoing; B=New)	A	B	A	A	A	A	B	A

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

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Provision of Related Developmental Training by New and Ongoing Projects (N = 19) By Competition - Region 1 (continued)

	84.158D					84.158K	
	358	405	326	359	360	320	367
Child/Individual with Special Needs	-	NOT AVAILABLE	40	-	NOT APPLICABLE	29	NOT APPLICABLE
Parents	-		-	*		19	
Family Members other than parents	-		-	-		4	
Friends	-		-	-		4	
Personnel							
Adult Service Providers	40[a]		40	-		-	
Caregivers	-		-	-		-	
Case Managers	25		2	*		10	
Education Personnel	-		5	*		20	
Employers	50[b]		60	*		-	
Head Start Personnel	-		-	-		-	
Health Professionals	-		-	-		24	
Home Visitors	2		-	-		-	
Job Coaches	-		-	*		-	
Medical Personnel	-		-	-		8	
Paraprofessionals	-		-	*		-	
Peer/Co-workers	27		-	*		-	
Recreation Personnel	25		-	*		-	
Rehabilitation Personnel	30		12	*		15	
Related Services Personnel	15		-	*		20	
Special Education Personnel	12		-	*		10	
Vocational Educators	6		4	*		-	
Service Delivery System							
Community Health	1		-	-		6	
Community Mental Health	4		-	-		6	
Community Recreation	2		-	-		6	
Community Social Services	6		-	-		-	
Interagency Coordinating Council	3		2	*		-	
Local Education	4		2	*		-	
State Development Disabilities	2		-	*		20	
State Education	-		2	-		-	
State Health	-		-	-		-	
State Human	1		-	-		-	
State Mental Health	1		-	-		20	
State Rehabilitation	1		15[c]	*		15	
Other Service Delivery System	2		1	-		-	
Project Category (A=Ongoing; B=New)	A	B	A	A	A	A	A

[a] =agencies
[b] =companies
[c] =officers

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 19) By Competition - Region 1 (continued)

	84.158P		84.158Q	84.158U
	324	323	381	389
Child/Individual with Special Needs		-	-	*
Parents		65	*	*
Family Members other than parents	NOT APPLICABLE	23	-	-
Friends		12	-	-
Personnel				
Adult Service Providers		-	-	-
Caregivers		-	-	-
Case Managers		27	*	*
Education Personnel		-	-	*
Employers		62	-	-
Head Start Personnel		-	-	-
Health Professionals		-	-	-
Home Visitors		-	-	-
Job Coaches		42	*	-
Medical Personnel		-	-	-
Paraprofessionals		-	-	-
Peer/Co-workers		-	-	-
Recreation Personnel		-	-	-
Rehabilitation Personnel		-	*	*
Related Services Personnel		-	-	*
Special Education Personnel		-	*	*
Vocational Educators		-	-	*
Service Delivery System				
Community Health		-	-	*
Community Mental Health		-	-	*
Community Recreation		-	-	*
Community Social Services		-	-	*
Interagency Coordinating Council		-	-	*
Local Education		-	-	*
State Development Disabilities		-	-	*
State Education		-	-	*
State Health		-	-	*
State Human		-	-	*
State Mental Health		-	-	*
State Rehabilitation		-	*	*
Other Service Delivery System		-	-	*
Project Category (A=Ongoing; B=New)	A	A	B	B

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

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EXPIRED PROJECT PROFILES IN REGION I

Four projects expired during 1994 in Region I, the Northeast region. Only one of these projects returned expired project surveys.

The expired project profile for that project contains information on all of the following: current focus of project continuation activities, project components being continued, and project products generated. For the remaining three projects, the information provided is last known point of contact.

PROJECT I CAN (INITIATING CAREER ACHIEVEMENT NETWORKS)

Contact Person:
David Baggett

Mailing Address:
University of Massachusetts
Project I CAN, 123 Berkshire House
Center for Counseling and Academic Development
Amherst, MA 01003-0620

Telephone #: 413-545-0109

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 305

Project End Date: 9/30/94

Region: 1

CAREER PLACEMENT FOR STUDENTS WITH LEARNING DISABILITIES AT THE FASHION INSTITUTE OF TECHNOLOGY

Contact Person:
Gail Ballard

Mailing Address:
Fashion Institute of Technology
7th Avenue and 27th Street
New York, NY 10001-5992

Telephone #: 212-760-7994

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 299

Project End Date: 8/14/94

Region: 1

A DEMONSTRATION PROJECT TO TEACH SELF-DETERMINATION SKILLS

Contact Person:
Susan Kimmel, Ph.D.

Mailing Address:
NCDS
201 I.U. Willets Road
Albertson, NY 11507

Telephone #: 516-747-5400

Competition #: 84.158K
(Self-Determination Project)

Transition Institute #: 311

Project End Date: 11/30/94

Region: 1

Current Focus of Project Continuation Activities:

Disseminate final report and curricula. Publish articles.

Project Components Being Continued:

1. Program Component: Mentoring Program
   Administering Agency: Henry Viscardi School
   Agency Contact Person: Janet Ufhiel, Coordinator, NCDS, 201 I.U. Willets Road, Albertson, NY 11507. 516-747-5400.

2. Program Component: Curriculum
   Administering Agency: Henry Viscardi School
   Agency Contact Person: Janet Ufhiel, Coordinator, NCDS, 201 I.U. Willets Road, Albertson, NY 11507. 516-747-5400.

3. Program Component: Curriculum
   Administering Agency: Syosset High School, Long Beach High School, Herricks High School, East Rockaway High School, Oceanside High School

Project Products:

Curricula
Pathways to Achievement: A Self-Determination Curriculum

Replication Manual
Partnership for Success: A Mentor Program

Project Development Instrument
Community Integration Survey

NATURAL SUPPORTS IN THE WORKPLACE

Contact Person:
Robert Gervey

Mailing Address:
Albert Einstein College of Medicine
Project A.C.E.S.
2527 Grebe Avenue
Bronx, NY 10461

Telephone #: 718-863-1700

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Transition Institute #: 280

Project End Date: 9/30/94

Region: 1

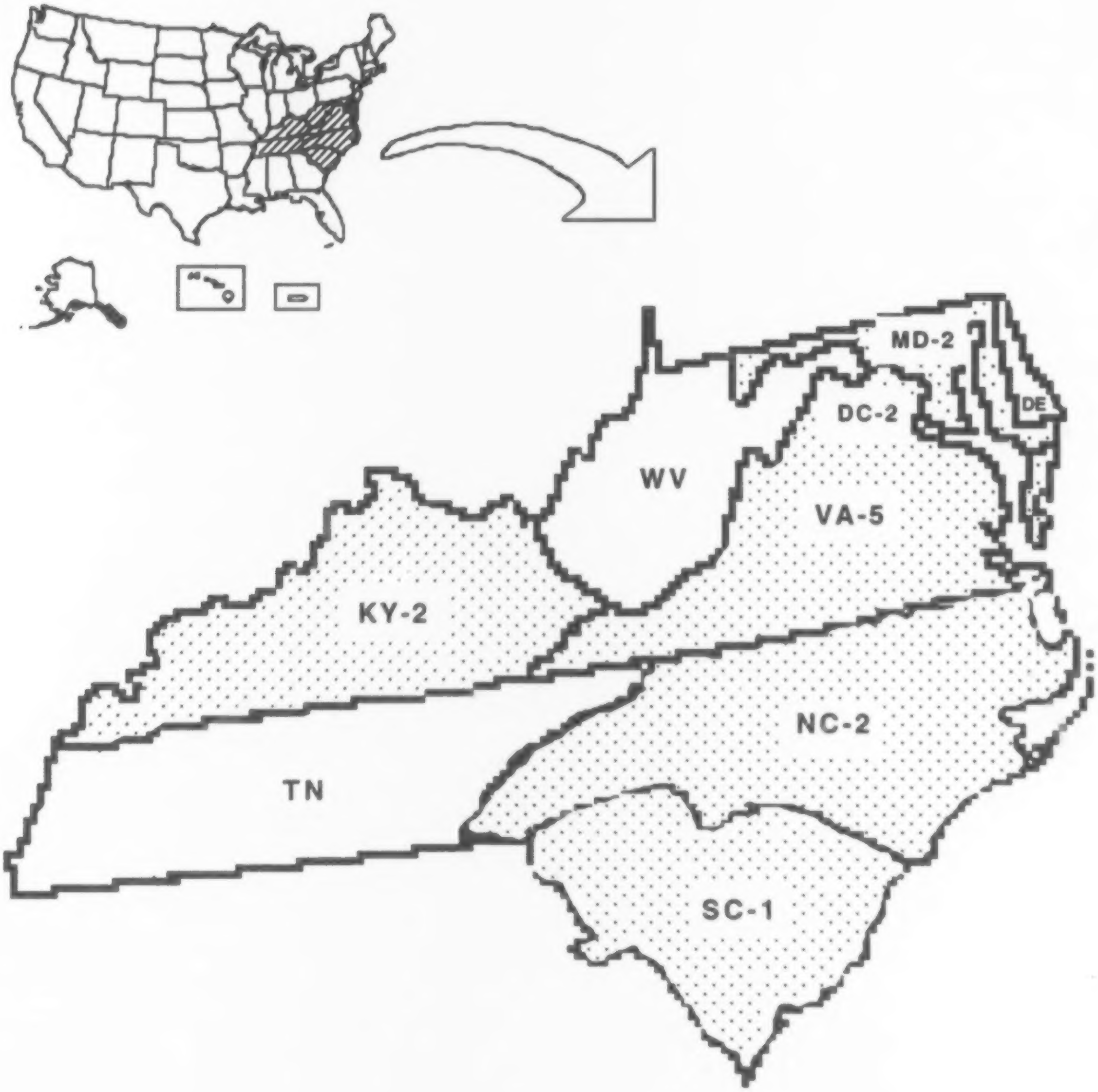
REGION II PROJECT PROFILES

REGIONAL PROFILE

Region II, the Mid-South region, is composed of eight states and the District of Columbia: Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and Washington DC. The 14 current projects in Region II are located in Kentucky (n=2), Maryland (n=2), North Carolina (n=2), South Carolina (n=1), Virginia (n=5), and Washington, DC (n=2). Competitions represented are Postsecondary Demonstration Projects (84.078C), Youth With Disabilities Who Have Dropped Out of School Projects (84.158D), (Self-Determination Projects (84.158K), and Research Projects on the Transition of Special Populations (84.158P).

A set of summary tables, tabulating by project individuals with disabilities served and provision of related developmental training, follows the active project profiles for this region. This information is taken directly from survey forms received from each project. For the only project who did not return a survey form this year (Transition Institute No. 398), no information was available from this new project.

Geographic Distribution of Model Demonstration Projects
in Region II: Mid-South
as of May 1995
(N = 14)

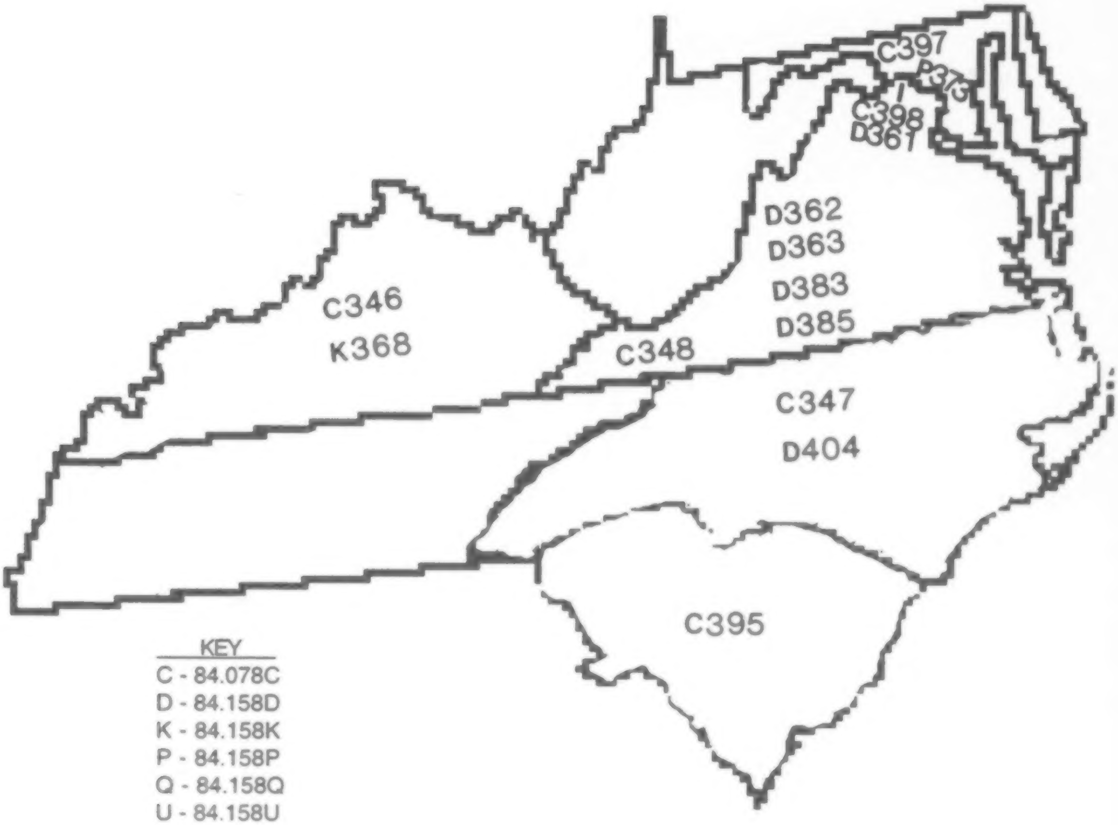

MD-2
DE
DC-2
WV
VA-5
KY-2
NC-2
TN
SC-1

░ Shading indicates states where projects are located.

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region II: Mid-South -- By Competition Number and Transition Institute Number as of May 1995

(N = 14)


C397
P373
C398
D361
D362
D363
D383
D385
C346
K368
C348
C347
D404
C395
KEY
C - 84.078C
D - 84.158D
K - 84.158K
P - 84.158P
Q - 84.158Q
U - 84.158U

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KENTUCKY EMPLOYMENT INITIATIVE

Project Director:
Brent Garrett

Project Coordinator:
Marlene Huff

Mailing Address:
University of Kentucky
113 Mineral Industries Bldg.
Lexington, KY 40506-0051

Telephone #: 606-257-8104

Fax #: 606-323-1901

E-Mail: BGarrett@UKlans.uky.edu
MBHUFF00@UKCC.uky.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30028

Transition Institute #: 346

Start Date: 10/1/93 End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

Through inter-departmental and student collaboration at the University of Kentucky, the Lexington Community College, and four other post-secondary settings in Kentucky, the Kentucky Employment Initiative will improve and measure vocational opportunities for students with disabilities both during and after college.

Expected Outcomes:

1. Increased employment opportunities for post-secondary students with disabilities.
2. Increased pre-vocational opportunities (educational/experiential) opportunities for post-secondary students with disabilities.
3. Increased awareness and educational levels about disability issues among faculty/staff at Kentucky universities and colleges.
4. Increased awareness among business and industry in Kentucky.

Approach Used to Reach Expected Outcome

1. Individual job development with students with disabilities at the post-secondary levels.
2. Vocational training programs for students with disabilities.
3. Educational training sessions for faculty/staff at Kentucky colleges and universities.
4. Technical assistance programs to business and industry.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 60 Female: 30

Ethnicity of Target Population:

Black/African-American, Hispanic, White

PROJECT JOBTRAC

Project Director:
Janet Merrick

Mailing Address:
Montgomery College
Disability Support Services - MC
51 Mannakee Street
Rockville, MD 20851

Telephone #: 301-279-5061

Fax #: 301-279-5089

E-Mail: jmerrick@umd5.umd.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C—-

Transition Instiute #: 397

Start Date: 10/1/94 End Date: 9/30/97

Region: 2

Geographical Service Delivery Area:
County

Project Purpose:

Project JOBTRAC purposes strategies to be implemented in a community college setting that will: 1) help students with disabilities, college personnel and employers determine and implement school and workplace accommodations; and 2) provide adjunctive job placement and support for students with disabilities through mainstream college career planning and placement services and cooperative education programs.

Expected Outcomes:

The project will have direct impact on ninety (90) students with disabilities, thirty (30) per project year, who will be placed in paid positions in local businesses through the cooperative education and career placement programs of Montgomery College, a comprehensive community college serving over 22,000 students on three campuses in Montgomery County, Maryland. Over 700 identified students with disabilities will benefit indirectly from disability awareness and accommodation training that will be provided campus wide through a network of College faculty and staff who will receive "train the trainers" preparation through this project. The project will include students with a wide range of disabilities, skills and interests who are either full or part-time enrollees in Montgomery College programs. Project outcomes of increased enrollment and completion of college courses and/or job placement will be achieved.

Approach Used to Reach Expected Outcome

The project will:

1. Conduct disability awareness training and provide consultation on accommodation to no less than 200 college faculty and staff so that they are comfortable interacting with students with disabilities, competent to accommodate students' learning styles and particular disabilities, and capable of training others to do the same;

2. Place ninety (90) students, at least twenty (20) for the first project year and thirty-five (35) per subsequent project years, into competitive, paid work experience as an adjunct or an integral part of their educational experience;
3. Insure the effective transfer of accommodations from the College environment to the employment setting for each of the project participants by providing pre- and post-employment support to the students, their employers and appropriate College personnel;
4. Link participating students with support services in the Community including vocational rehabilitation, social services and other necessary programs and services that have impact on their employment and educational experience;
5. Develop and disseminate material on the replicability, effectiveness and maintenance of this approach through project evaluation activities.

The project is designed to insure the continuation of activities that are proven effective through continuing involvement of, training and support to, existing College departments. Montgomery College will collaborate in this project with TransCen, Inc., an organization with proven expertise in employment innovations for people with disabilities, as well as disability awareness and accommodation training.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 20.

CAREER OPPORTUNITIES

Project Director:
Jane O. Rochester

Mailing Address:
Office of Disability Services
University of North Carolina at Charlotte
Charlotte, NC 28223

Telephone #: 704-547-3136
704-547-4357 V/TD

Fax #: 704-547-3226

E-Mail: MHRINALL @at eMAIL.UNCC.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30006

Transition Institute #: 347

Start Date: 10/01/93 End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
Region within the state of North Carolina
(i.e., more than one county)

Project Purpose:

The project will develop a model program designed to provide experiential education opportunities that lead to competitive employment for UNC Charlotte students with disabilities. Objectives will include delivery of in-service training and orientation for UNCC faculty and staff; obtain employer participation in career development activities; develop linkages among disability services, VR services and career services; create experiential opportunities including job placement; provide technical assistance and information to institutions and schools, parent and support groups and the community at large.

Expected Outcomes:

Promote and enhance the career awareness and development of students. Prepare students for a job search, i.e., resume preparation, interview skills, self-esteem. Preparation and placement of students in experiential job opportunities (both paid and non-paid). Increase student awareness of, and access to, University programs and resources. Increase University staff and faculty awareness and education regarding service to students with disabilities. Increased employer's awareness of issues in recruiting and hiring students with disabilities. Increase employer contact and exchange of information with students with disabilities. Increased opportunity for students with disabilities to compete with non-disabled students for jobs. Increased awareness and education of the public, employers, parents, University personnel, and students about the project, work accessibility and accommodations.

Approach Used to Reach Expected Outcome

Conduct educational workshops and forums for faculty and staff and attend faculty meetings. Publish a newsletter for faculty and staff. Prepare a reference handbook for each department and for student use. Create an advisory board that includes disabled and non-disabled employers, UNCC students with disabilities and University personnel. Host an annual career fair and career related workshops for persons with disabilities. Disseminate ongoing activities of the project including participant data, institutional, agency and business collaborations and contributions. Provide individual and group career counseling, including self-assessment and job information. Increase the number and types of assistive equipment available and demonstrate its use. Solicit and advertise job vacancy information and inform students.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 27 Female: 16

Ethnicity of Target Populatoin:

American Indian/Native American, Asian, Black/African American, White

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Barriers to Project Implementation:

Changes in project personnel, coordinator of grant resigned at end of Year 1, diversity of clients was not anticipated both in range of career development as well as significance of disability on the job site.

LEARNING ENHANCED ACHIEVEMENT PROGRAM

Project Director:
Deborah Gladden

Mailing Address:
York Technical College
LEAP Program
452 S. Anderson Rd.
Rock Hill, SC 29732

Telephone #: 803-325-2876

Fax #: 803-327-8059

E-Mail: Gladden@Al.yorktec.SC.US

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C—

Transition Institute #: 395

Start Date: 8/1/94 End Date: 7/30/97

Region: 2

Geographic Service Delivery Area:
Region within the State of South Carolina
(i.e., more than one county)

Project Purpose:

The purpose of the LEAP program is to assist learning disabled adults complete their academic programs and to equalize work opportunities with their non-disabled peers who have similar aptitudes and abilities.

Expected Outcomes:

Project outcomes will include a manual which will enable others to replicate this program, statewide as well as nationwide, materials for trainers in postsecondary and business/industry settings and an Employment Skills Resource Guide for Individuals with Learning Disabilities.

Approach Used to Reach Expected Outcome

Project staff will establish an advisory board of business leaders, placement specialists, and project staff to offer advice and guidance in meeting project objectives. Two annual statewide training sessions will be provided for two year college personnel, and one such training session will be provided for teachers, counselors, and service providers. A formal relationship with Talent Search and Tech Prep pre-college programs will be established to provide information to students, parents and counselors. In-service training will be provided to faculty and staff at York Technical College, where 250 students will also receive tutoring, counseling and assessment services. Project staff will also work cooperatively with identified placement specialists to meet project objectives.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 83.

POSTSECONDARY TRANSITIONING/CAREER PLACEMENT PROGRAM FOR PAROLING INDIVIDUALS WITH DISABILITIES

Project Director:
Dr. Helen C. Williams

Project Coordinator:
Helen W. Valin, M.Ed.

Mailing Address:
Department of Correctional Education
7th Floor, James Monroe Building
101 North 14th Street
Richmond, VA 23219

Telephone #: 804-225-3328

Fax #: 804-225-3255

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30022

Transition Institute #: 348

Start Date: 10/01/93 End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
State of Virginia

Project Purpose:

The Virginia Department of Correctional Education provides quality educational programs that meet the varying needs of youth and adults committed to the correctional facilities in the Commonwealth of Virginia. This proposal presents a model Transition/Career Placement program designed to prepare postsecondary incarcerated students with disabilities to compete in a global economy and exercise the rights and responsibilities of citizenship.

A Transition/Career Placement Specialist will be hired to coordinate postsecondary employability and transitioning services for twenty-four disabled students presently incarcerated at the Deep Meadow Correctional Center in State Farm, Virginia. The disabled students will be paroled to the Norfolk, Roanoke, and Northern Virginia regions within the next two years.

Devising and implementing transition/career placement plans for incarcerated postsecondary students with disabilities presents a critical need that could become an essential component in the nation's plan to reduce recidivism.

Expected Outcomes:

Goals and objectives include the development of a transition/career placement program which will provide access to a coordinated set of activities based on the individual student's transition needs; the development of linkages between DCE and the various agencies that will be involved in providing transition support services; the demonstration that career placement services will increase the percentage of full time, gainful employment of those inmates with disabilities who participate in the program, and a demonstration that re-entry job placement and support services, preceded by postsecondary academic and vocational transitioning services will effectively reduce the recidivism rate of those inmates with disabilities who participate in this model program.

Approach Used to Reach Expected Outcome

Pre- and post-release transition plans may incorporate:

- Vocational/Aptitude Assessment
- Workplace literacy
- Personal skills
- Life skills
- Citizenship skills
- Work maturity skills
- Pre-employment skills
- Vocational training
- Postsecondary academic training
- Follow-up and monitoring
- Establishment of post-release services with a Department of Rehabilitation Services counselor assigned from the parolee's release area
- Referral to an appropriate service provider (Virginia Employment Commission, Job Accommodations Network, etc.)
- Job Placement
- In-service Accommodation/Advocacy Training for participating program employees and service provider agencies

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ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 24 Female: 0

Ethnicity of Target Population:

Black/African-American, White

Barriers to Project Implementation

1. The inmates participating in the transition/career placement program were not able to gain access to the new training building in a timely manner due to a delay in obtaining an occupancy permit. This caused a delay in the full implementation of the training components of the program. The delay in completion of the building and subsequent issuance of the Certificate of Occupancy was the domain of the DOC not the DCE. The Project STOP participants have made maximum use of building since gaining occupancy in October, 1994.

2. Several developments in the Virginia parole system hampered the implementation of the STOP Transition Program. During the first quarter of 1994, over 40% of those inmates eligible for parole were released. Due to political considerations and personnel changes in the Parole Board, the parole rate dropped to the single digits during the second

quarter of 1994. This made an impact on the number of program inmates released, and subsequently the number of inmates to be followed in the community setting. Criteria for selection of inmates for the program had to be altered, with more emphasis placed on the mandatory parole date as opposed to the discretionary parole date. As of January 1, 1995, parole is being abolished for those inmates convicted after that date. Sentencing guidelines have been changed as well, and in the future, convicted offenders will be incarcerated for longer periods of time.

IMPROVING DISABILITY SUPPORT SERVICES IN COMMUNITY COLLEGES

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Lynn Barnett

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Telephone #: 202-728-0200, X204

Fax #: 202-833-2467

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C----

Transition Institute #: 398

Start Date: 10/1/94 End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
National

Project Purpose:

The project will help individuals with disabilities to achieve competitive skills and knowledge for responsible citizenship through improved services and better trained service providers.

Expected Outcomes:

The project will have a major impact in helping students, placement officers, and employers determine appropriate accommodations or adaptations; in improving in-service training approaches to accommodate diverse learning styles in a range of academic settings; in improving student potential for successful postsecondary experiences; and in providing models for serving students with disabilities who are also members of minority groups.

Approach Used to Reach Expected Outcome

Major goals of the project are to:

1. Collect, analyze, and disseminate current information on programs and resources for individuals with disabilities at community colleges, and on training needs for disability support service professionals in community colleges;

2. Develop, apply, and publicize a mentoring initiative, suitable for replication, that provides models for improving disability support service programs at community colleges. Mentors, experienced and successful community college disability support service professionals, will work with two-person teams from competitively selected community colleges with self-identified challenges in disability support service areas.

3. Publicize the issues and needs that characterize disability support service programs at community colleges, and broadcast possible solutions to the challenges facing disability support service offices in community colleges.

TRANFORMING LOCAL HIGH SCHOOL PROGRAMS TO RESPOND TO SCHOOL DROPOUT

Project Director:
Larry Kortering

Project Coordinator:
Patricia M. Braziel

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124 Duncan Hall
Boone, NC 28608

Telephone #: 704-262-6060

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Competition #: 84.158D
(Youths With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D----

Transition Institute #: 404

Start Date: 8/1/94 End Date: 7/30/97

Region: 2

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

Project Purpose:

This project is designed to blend research on the school dropout rate among youth with learning disabilities (LD) or behavior disorders (BD) into the process of transforming three high schools. Staff will recruit and work with LD and BD dropouts from the prior three years (N=150) and each subsequent year (N=50 per year). This project will result in a template for transforming programs, reflecting how local schools can transform and improve when guided by youths and educators, and documentation detailing student and staff reports, the minutes of key meetings, and informal contacts.

Expected Outcomes:

We plan to reduce the dropout rate by 50% in two or more high schools.

Approach Used to Reach Expected Outcome:

We deploy a backward mapping approach to help educators implement programs that are responsive to the needs of at risk youth.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities.

UNLOCKING FUTURES: A RESPONSIVE AND COORDINATED PROGRAM OF RECRUITMENT, TRANSITION TRAINING AND SUPPORT FOR YOUTH WITH DISABILITIES WHO HAVE DROPPED OUT OF SCHOOL

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John E. Chadwick

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Prince William Technology Adademy
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Manassas, VA 22110

Telephone #: 703-791-4373

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Competition #: 84.158D
(Youths with Disabilities who Have Dropped Out of School Project)

Federal Grant #: H158D30026

Transition Institute #: 362

Start Date: 9/1/93 End Date: 9/1/96

Region: 2

Geographic Service Delivery Area:
Region within the state of Virginia
(i.e., more than one county)

Project Purpose:

The project is designed to establish and validate strategies to locate and motivate dropouts and at-risk youth to participate in integrated programs intended to provide them the skills needed to live and work in their communities.

Expected Outcomes:

The expected outcomes fall into two areas: program outcomes and participant outcomes. The program's goals are to identify dropout and at-risk youth with disabilities; increase performance and participation of traditionally underrepresented groups (minorities); provide placement, follow-up and long-term support for students; and develop collaborative partnerships and regional replication sites.

Participant outcomes include the achievement of academic and vocational competency, portfolio performance assessment, employment placement and postsecondary training, and vocational assessment.

Approach Used to Reach Expected Outcome

Through cooperation with the Job Training Partnership Act, the Academy recruits and identifies drop-out and at-risk youth for enrollment in the Academy. Once enrolled, students enter either the diploma track or the GED track, both of which utilize an integrated curriculum which teaches basic academic skills in tandem with vocational programs suited to the interests of the students. In addition to coursework, students are provided individual and group counseling with a school psychologist.. Community and business partnerships provide opportunities for job placement and training, as well as job shadowing. Mentor relationships are fostered among the staff and community members who assist with the program. Students are assessed in both pre- and post-tests and through vocational assessments.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 30 Female: 12

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, White, Other

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Barriers to Project Implementation:

1. We moved to another location which was a major time-consuming disruption.
2. We had to adjust to a new type of setting in a building with special needs students and no other high school students.
3. We had to make needed changes and improvements to the building.

PROJECT SECOND CHANCE: A YOUTH DROP-OUT TRANSITION PROJECT FOR THE DISTRICT OF COLUMBIA

Project Director:
Coral S. Carey, Ph.D.

Project Coordinator:
Nathaniel Rock

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American Rehabilitation Association
and Kennedy Institute
1910 Association Drive
Reston, VA 22091

Telephone #: 703-648-9300

Fax #: 703-648-0346

Competition #: 84.158D
(Youths with Disabilities Who Have
Dropped Out of School Project)

Federal Grant #: H158D30007

Transition Institute #: 363

Start Date: 10/1/93 End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

Project Purpose:

The American Rehabilitation Association—in conjunction with the Joseph P. Kennedy Institute (a center for education, residential, therapeutic, and vocational experiences), the Washington, D.C. Public Schools (DCPS), and the District of Columbia Rehabilitation Services Administration—proposes to implement a joint project to provide youth with disabilities who have dropped out of school an alternative means of gaining the academic credits and skills necessary to live and work successfully in their community.

Expected Outcomes:

The overall aims of the project are (1) to decrease the unemployment and drop out rates for youth with disabilities, and secondarily, (2) to decrease the incidence of crime, substance abuse, and pregnancy, particularly among youth with disabilities. It is our belief that by getting youth off the streets and back into school, jobs, and/or vocational educational programs AND by giving youth the special skills, information, hope, and support they need, they will be empowered to resist destructive behaviors and become responsible citizens. Thus, Project Second Chance is comprehensive, including social skills training, personal futures planning, circles of support, peer counseling and transition services.

Approach Used to Reach Expected Outcome

1. To motivate 50 youth with disabilities to return to school, stay in school, graduate, and resist destructive behaviors through development of peer counselor supports, school-rehabilitation-community outreach linkages, paid work experiences, and use of generic supports.

2. To increase the social skills, self-determination, and self-advocacy competencies of 50 youth with disabilities through development and implementation of the Second Chance Alternative Transition Curriculum.
3. To establish Circles of Support for 50 youth with disabilities through providing training and technical assistance to educators, employers, and families.
4. To improve employment outcomes for 50 youth who have dropped out of school through provision of academic credit for paid work experiences, supported employment, career exploration, and vocational education.
5. To extend the benefits to youth with disabilities beyond the 50 project participants by analyzing the results of the project, revising the Second Chance Alternative Transition Curriculum, producing a videotape, and widely disseminating information attained through implementation of Project Second Chance.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 11 Female: 10

Ethnicity of Target Population:

Black/African-American

Barriers to Project Implementation:

Personnel turnover was significant in 1993-1994; however, the project is on track in meeting its stated objectives.

COLLABORATIVELY EDUCATING AND EMPOWERING YOUTH WITH DISABILITIES (PROJECT CEEYD)

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JoAnne Y. Carver, Ed.D.

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Fax #: 804-727-5131

Competition #: 84.158D
(Youth With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D40007

Transition Institute #: 383

Start Date: 10/1/94 End Date: 9/30/97

Region: 2

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The purpose of this project is to identify and develop educational alternatives for approximately 65 adolescents with serious emotional disturbances from the Southeastern Cooperative Educational programs who have either dropped out or are at risk for dropping out of school. The ultimate goal of the project is to assist targeted students in transitioning to supported and/or competitive employment settings as appropriate.

Expected Outcomes:

Over the three years of the project, the following outcomes are anticipated:

1. Successful identification and recruitment of approximately 65 SED adolescents who are at risk for dropping out or who have already dropped out of school.
2. Development and implementation of alternatives for engaging students in programs that provide functional literacy skills and employment training, and for serving students who refuse to return to their previous (home) schools.
3. Provision of assistance and support to ensure program completion.
4. Placement of 65 students in supported and/or competitive employment settings to facilitate their becoming independent, contributing members of society.

Approach Used to Reach Expected Outcome

1. Development of a practical system for locating targeted youth.
   - Identification and/or development of strategies for recruiting targeted youth into the project.
   - Implementation of recruitment strategies.
2. Provision of incentives (monetary, etc.) to encourage participants to return to and remain in school until completion of their high school programs.

- Development and implementation of strategies to increase parental involvement in their child's education.

3. Provision of resources to assist and support students during completion of program requirements.
4. Assistance to participants in finding and maintaining appropriate job placements.
   - Development and validation of a system for evaluation and follow-up of student acquisition and maintenance of academic and vocational skills.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 45.

EMPLOY

Project Director:
Mark Hill

Project Coordinator:
Chris Pellegrino

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Richmond, VA 23284

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E-Mail: CPelle@cabill.VCU.EDU

Competition #: 84.158D
(Youth With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D40006

Transition Institute #: 385

Start Date: 8/94 End Date: 7/97

Region: 2

Geographical Service Delivery Area:
Region within the State of Virginia (more than one county)

Project Purpose:

Project Employ will demonstrate in four Virginia communities the effectiveness of using "benefits coaching" methods to identify "at-risk" students and drop-outs who are current and potential recipients of Social Security Administration (SSA) disability benefits, and to help those at-risk students and drop-outs gain access to SSA work incentive (WI) funds — money which the recipients can use or set aside to purchase job sampling and assessment services, postsecondary school training, job acquisition services, supported employment services, or other employment-related resources.

Expected Outcomes:

Early identification of youth with disabilities who have dropped out or are at risk of dropping out of school, and timely assistance to schools, CBESOs, employers, support networks and the youth themselves, will over time result in the increased availability of employment support resources, in greater acquisition of meaningful employment, and in reduced dependence on public funds.

Approach Used to Reach Expected Outcome

Members of the Corporate Council for the Virginia Commonwealth University School of Business, and George Rimler of the school's Small Business Development Center, will provide advice and networking to identify business mentors for Project Employ youth in the demonstration communities. Project staff will use multiple learning technologies to develop and provide to project participants personalized learning opportunities in conflict prevention and resolution, in workplace social skills, and in entrepreneurial skills to enhance the likelihood of the youth gaining employment, starting a business, or returning to (or staying in) school. SSA WI benefits will be used as appropriate to create the resources that will make possible the individualized programs.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 200.

REACH-OUT PROJECT

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Fax #: 202-628-6364

Competition #: 84.158D
(Youths with Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D30018

Transition Institute #: 361

Start Date: 10/1/93 End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The purposes of this project are to stimulate the development of innovative approaches for improving and expanding the provision of education and employment services to youth with disabilities who have dropped out of school.

Expected Outcomes:

The overall goal of this project is to develop and implement a comprehensive system that will promote work/life capabilities of youth with disabilities who have dropped out of school and are unserved or under-served by the adult service system. Project outcomes will include employment, training and/or re-entrance into the public education system or an alternative GED program.

Approach Used to Reach Expected Outcome

Case management strategies, using considerable input from the individuals with disabilities, will be utilized to:

1. apply strategies identified from current research to the design of this model;
2. utilize a multi-cultural Project Advisory Council to evaluate project activities and outcomes for the purposes of meeting the specific needs of minority participants and to develop needed modifications to school curricula and policies/procedures to increase the effectiveness of transition programs for this population; and
3. develop a service delivery system that insures cooperation between families, schools, adult providers and local, state and federal agencies in providing services to these youth.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available by gender. A total of 23 individuals were served.

Ethnicity of Target Population:

Black/African-American, Hispanic

Barriers to Project Implementation:

1. Participants are difficult to locate.
   - Schools records of drop-outs are not up-to-date.
   - Young adults who are unemployed or out of school are often very transient within the city, changing addresses or telephone number frequently.
2. Participants are reluctant to return to school, enter a G.E.D. program and have limited skills for employment. Frequently used expressions are "I didn't learn anything when in school"; "my teachers didn't like me"; "people will laugh at me" and "I don't see how going back to school will help me".
3. Participants lack goals and the motivation to stay in school or with an employment. They tend to quit or give up quickly.
4. Participants lack the support and motivation from family to complete school or maintain employment.
5. Participants are influenced by peers who are not motivated to complete school or find employment. Prospective participants aren't ready to receive help.

TRANSITION TO INDEPENDENCE PROJECT (TIP)

Project Director:
Alex Brodrick

Project Coordinator:
Jamie Shuler

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Spina Bifida Association of Kentucky
Kosair Charities Centre
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Louisville, KY 40217

Telephone #: 502-637-7363

Fax #: 502-637-1010

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30032

Transition Institute #: 368

Start Date: 10/1/93 End Date: 10/1/96

Region: 2

Geographic Service Delivery Area:
State of Kentucky

Project Purpose:

The Spina Bifida Association of Kentucky received an OSERS Grant to conduct a model project designed to (1) identify the types of experiences and responsibilities which help develop the skills and characteristics necessary for self-determination (i.e., assertiveness, creativity, self-advocacy and decision making) and (2) to provide opportunities for children, teens and young adults in Kentucky with Spina Bifida to develop these skills and characteristics through participation in an experience-based curriculum. Concurrently, their parents, healthcare and education professionals will receive training to prepare them to support children, teens, and young adults with Spina Bifida in their efforts to become capable of self-determination. To ensure stateside access, project activities will be conducted in Kentucky's twelve regional healthcare service delivery catchment areas.

Expected Outcomes:

The primary goal of this project is to enhance the capacity of young people with Spina Bifida to achieve independence and self-determination. A secondary goal is to identify and change family, healthcare and educational systems behaviors that interfere with child/teen/young adult's capacity to develop independence and self-determination. To this end, the project will develop, implement, evaluate and disseminate an experience-based curriculum to promote the development of independence and self-determination in adolescents and young adults and supporting behaviors among parents and professionals.

Approach Used to Reach Expected Outcome

Project staff will prepare and orient a CORE Team staff consisting of: a parent of a child with Spina Bifida; one teenager and one young adult with Spina Bifida; one healthcare and one education professional. They will, in turn, help to recruit parents, professionals, teens and young adults with Spina Bifida and their peers from the twelve regional delivery sites who will function as Leadership Teams in their respective areas. Leadership Teams will be trained to lead focus groups, facilitate training events, serve as peer counselors, and evaluate project outcomes. Focus groups will identify critical attitudes, skills and experiences needed by children, teens and young adults with Spina Bifida that promote/enhance their capacity of self-determination. An experience-based curriculum will be developed for each of the groups targeted in this project: parents, professionals, children, teens and young adults. This curriculum will be developed with grassroots input and will include key concepts, group and individual exercises, and actual life-experience activities critical to the development of self-determination.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 150 Female: 150

Ethnicity of Target Population:

Black/African-American, White

TRANSITION THROUGH COLLABORATIVE CASE MANAGEMENT FOR YOUTH WITH SEVERE EMOTIONAL DISABILITIES

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Dr. Ellen Fabian

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Rockville, MD 20850

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Fax #: 301-251-3762

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P3006

Transition Institute #: 373

Start Date: 10/1/93 End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)
County

Project Purpose:

This proposed project is designed to meet the unique and specific transitional and vocational needs of students with SED and young adults with serious mental illness by developing and implementing a comprehensive case management system which assists these individuals in obtaining treatment, rehabilitation and other needed services.

Expected Outcomes:

1. Successful school exit defined as postsecondary job, entry into vocational training or community college.
2. Exit school with diploma/certificate.
3. Improvment in functioning across life domains.
4. Individual student goal attainment.

Approach Used to Reach Expected Outcome

1. Case management services (wrap-around).
2. Parent support.
3. Career clubs.
4. Job development/placement.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 35 Female: 13

Individuals with Disabilities Served by New and Ongoing Projects (N = 14)
By Competition - Region 2

	84.078C					
Disability Categories	346	397	347	395	348	398
Autism	-	-	-	-	-	
Serious Emotional Disturbance	-	*	1	-	5	
Visual Impairment Including Blindness	15	*	3	-	1	NOT AVAILABLE
Deafness	2	*	2	-	-	
Deaf-Blindness	-	-	-	-	-	
Developmentally Delayed	-	-	-	-	-	
Dropout	-	-	-	-	-	
Economically Disadvantaged	?	-	-	-	-	
Hearing Impairment (NOT including deafness)	6	*	2	-	-	
Mental Retardation	-	-	-	-	-	
Multiple Disabilities	18	*	-	-	-	
Orthopedic Impairment (includes all physical disabilities)	90					
Cerebral Palsy	7	*	-	-	-	
Spina Bifida	-	-	-	-	-	
Spinal Cord Injury	40	*	-	-	10	
Other Physical Disability	-	*	4	-	-	
Other Health Impairment						
AIDS or AIDS Complex	3	-	-	-	-	
Cancer	-	-	-	-	-	
Epilepsy	-	*	-	-	1	
Inner Cranial Hemorrhage	1	-	-	-	-	
Low Birth Weight	-	-	-	-	-	
Medically Fragile	-	-	-	-	-	
Substance Abuse Withdrawal	-	-	1	-	-	
Technology Dependent	65	-	-	-	-	
Traumatic Head Injury (including TBI)	7	*	1	-	2	
Other	-	-	6[1]	-	-	
Specific Learning Disability	35	*	23	*	5	
Speech or Language Impairment						
Articulation Disorder	-	-	-	-	-	
Cleft Palate	-	-	-	-	-	
Language Disorder	-	-	-	-	-	
Not Specified	-	-	-	-	-	
Project Category (A=Ongoing; B=New)	A	B	A	B	A	B

[1] Other: bipolar disorder and other medical

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Individuals with Disabilities Served by New and Ongoing Projects (N = 14) By Competition - Region 2 (continued)

	84.158D					
Disability Categories	404	362	363	383	385	361
Autism	-	-	-	-	-	-
Serious Emotional Disturbance	*	7	-	*	-	-
Visual Impairment Including Blindness	-	-	-	-	-	-
Deafness	-	-	-	-	-	-
Deaf-Blindness	-	-	-	-	-	-
Developmentally Delayed	-	-	-	-	-	-
Dropout	*	6	*	*	-	23
Economically Disadvantaged	*	51	*	-	-	-
Hearing Impairment (NOT including deafness)	-	1	-	-	-	-
Mental Retardation	*	2	-	-	-	-
Multiple Disabilities	-	-	-	-	-	-
Orthopedic Impairment (includes all physical disabilities)						
Cerebral Palsy	-	-	-	-	-	-
Spina Bifida	-	1	-	-	-	-
Spinal Cord Injury	-	-	-	-	-	-
Other Physical Disability	-	-	-	-	-	-
Other Health Impairment						
AIDS or AIDS Complex	-	-	-	-	-	-
Cancer	-	-	-	-	-	-
Epilepsy	-	-	-	-	-	-
Inner Cranial Hemorrhage	-	-	-	-	-	-
Low Birth Weight	-	-	-	-	-	-
Medically Fragile	-	-	-	-	-	-
Substance Abuse Withdrawal	-	-	-	-	-	-
Technology Dependent	-	-	-	-	-	-
Traumatic Head Injury (including TBI)	-	-	-	-	-	-
Other	-	-	-	-	*	-
Specific Learning Disability	*	32	21	-	-	*
Speech or Language Impairment						
Articulation Disorder	-	-	-	-	-	-
Cleft Palate	-	-	-	-	-	-
Language Disorder	*	-	-	-	-	-
Not Specified	-	-	-	-	-	-
Project Category (A=Ongoing; B=New)	B	A	A	B	B	A

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Individuals with Disabilities Served by New and Ongoing Projects (N = 14) By Competition - Region 2 (continued)

Disability Categories	84.158K 368	84.158P 373
Autism	-	-
Serious Emotional Disturbance	-	48
Visual Impairment Including Blindness	-	-
Deafness	-	-
Deaf-Blindness	-	-
Developmentally Delayed	-	-
Dropout	-	-
Economically Disadvantaged	-	-
Hearing Impairment (NOT including deafness)	-	-
Mental Retardation	-	-
Multiple Disabilities	-	-
Orthopedic Impairment (includes all physical disabilities)		
Cerebral Palsy	-	-
Spina Bifida	300	-
Spinal Cord Injury	-	-
Other Physical Disability	-	-
Other Health Impairment		
AIDS or AIDS Complex	-	-
Cancer	-	-
Epilepsy	-	-
Inner Cranial Hemorrhage	-	-
Low Birth Weight	-	-
Medically Fragile	-	-
Substance Abuse Withdrawal	-	-
Technology Dependent	-	-
Traumatic Head Injury (including TBI)	-	-
Other	-	-
Specific Learning Disability	-	-
Speech or Language Impairment		
Articulation Disorder	-	-
Cleft Palate	-	-
Language Disorder	-	-
Not Specified	-	-
Project Category (A=Ongoing; B=New)	A	A

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 14) By Competition - Region 2

	84.078C					
	346	397	347	395	348	398
Child/Individual with Special Needs	110			-	24	
Parents	-			-	-	
Family Members other than parents	-	NOT APPLICABLE	NOT APPLICABLE	-	24	NOT AVAILABLE
Friends	60			-	24	
Personnel						
Adult Service Providers	25			-	*	
Caregivers	7			-	-	
Case Managers	14			-	*	
Education Personnel	140			-	*	
Employers	97			*	*	
Head Start Personnel	-			-	-	
Health Professionals	22			-	*	
Home Visitors	-			-	-	
Job Coaches	-			-	*	
Medical Personnel	7			-	-	
Paraprofessionals	13			-	-	
Peer/Co-workers	32			-	-	
Recreation Personnel	1			-	*	
Rehabilitation Personnel	14			-	*	
Related Services Personnel	5			-	*	
Special Education Personnel	-			-	*	
Vocational Educators	-			-	*	
Service Delivery System						
Community Health	15			-	*	
Community Mental Health	-			-	*	
Community Recreation	-			-	-	
Community Social Services	-			-	*	
Interagency Coordinating Council	27			-	*	
Local Education	18			-	*	
State Development Disabilities	14			-	-	
State Education	35			-	-	
State Health	-			-	*	
State Human	-			-	*	
State Mental Health	-			-	-	
State Rehabilitation	29			-	*	
Other Service Delivery System	4			-	*	
Project Category (A=Ongoing; B=New)	A	B	A	B	A	B

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 14) By Competition - Region 2 (continued)

	84.158D					
	404	362	363	383	385	361
Child/Individual with Special Needs	-	42	-	-	-	23
Parents	-	-	21	*	*	-
Family Members other than parents	-	-	21	-	*	-
Friends	-	-	21	-	-	-
Personnel						
Adult Service Providers	-	-	-	-	*	-
Caregivers	-	-	-	-	-	-
Case Managers	-	-	-	-	*	-
Education Personnel	-	12	15	*	*	-
Employers	-	-	-	*	-	-
Head Start Personnel	-	-	-	-	-	-
Health Professionals	-	-	-	-	-	-
Home Visitors	-	-	-	-	-	-
Job Coaches	-	-	-	*	*	-
Medical Personnel	-	-	-	-	-	-
Paraprofessionals	-	-	-	-	-	-
Peer/Co-workers	-	-	6	-	-	-
Recreation Personnel	-	-	-	-	-	-
Rehabilitation Personnel	-	-	-	-	*	-
Related Services Personnel	-	-	-	-	*	-
Special Education Personnel	*	10	-	*	*	-
Vocational Educators	*	15	-	-	*	-
Service Delivery System						
Community Health	-	-	-	-	*	-
Community Mental Health	-	-	-	-	*	-
Community Recreation	-	-	-	-	-	-
Community Social Services	-	-	-	-	*	-
Interagency Coordinating Council	-	-	-	-	-	-
Local Education	*	-	-	*	-	-
State Development Disabilities	-	-	-	-	*	-
State Education	-	-	-	-	*	-
State Health	-	-	-	-	*	-
State Human	-	-	-	-	-	-
State Mental Health	-	-	-	-	*	-
State Rehabilitation	-	10	-	-	*	-
Other Service Delivery System	-	8	-	-	*	-
Project Category (A=Ongoing; B=New)	B	A	A	B	B	A

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 14) By Competition - Region 2 (continued)

	84.158K 368	84.158P 373
Child/Individual with Special Needs	300	-
Parents	500	10-15
Family Members other than parents	20	-
Friends	-	-
Personnel		
Adult Service Providers	-	-
Caregivers	-	-
Case Managers	-	-
Education Personnel	75	-
Employers	-	100-200
Head Start Personnel	-	-
Health Professionals	-	-
Home Visitors	-	-
Job Coaches	-	-
Medical Personnel	50	-
Paraprofessionals	-	-
Peer/Co-workers	-	50
Recreation Personnel	-	-
Rehabilitation Personnel	-	-
Related Services Personnel	-	-
Special Education Personnel	-	25-30
Vocational Educators	-	-
Service Delivery System		
Community Health	-	-
Community Mental Health	-	20
Community Recreation	-	-
Community Social Services	-	-
Interagency Coordinating Council	-	25
Local Education	-	-
State Development Disabilities	-	-
State Education	-	-
State Health	-	-
State Human	-	-
State Mental Health	-	10
State Rehabilitation	-	10
Other Service Delivery System	-	-
Project Category (A=Ongoing; B=New)	A	A

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

EXPIRED PROJECT PROFILES IN REGION II

Five projects expired during 1994 in Region II, the Mid-South region. Two of these projects returned expired project questionnaires.

The expired project profiles for the two projects returning surveys contain information on one or more of the following: current focus of project continuation activities, project components being continued, and project products generated. For the remaining three projects, the information provided is last known point of contact.

SELF-DETERMINATION PROJECT

Contact Person:
Ruthie-Marie Beckwith, Ph.D.

Mailing Address:
People First of Tennessee, Inc.
2943 McNairy Lane
P. O. Box 121211
Nashville, TN 37212-1211

Telephone #: 615-297-2734

Competition #: 84.158K
(Self-Determination Project)

Transition Institute #: 310

Project End Date: 8/31/94

Region: 2

PLANNED ASSISTIVE TECHNOLOGY HABILITATION SERVICES: (PATHS)

Contact Person: Richard Luecking	Competition #: 84.158P (Research Projects on the Transition of Special Populations)
Mailing Address: TransCen, Inc. 451 Hungerford Dr. Suite 700 Rockville, MD 20850	Transition Institute #: 278 Project End Date: 9/30/94
Telephone #: 301-424-2002	

Project Components Being Continued:

1. Program Component: Paid Internships
   Administering Agency: TransCen, Inc. and Montgomery County Public Schools
   Agency Contact Person: Richard Luecking, TransCen, Inc., 451 Hungerford Dr. Suite 700, Rockville, MD 20850. 301-424-2002.

2. Program Component: Follow-up
   Administering Agency: United Cerebral Palsy/PGMC
   Agency Contact Person: Charles McNelly, UCP/PGMC, 3901 Woodhaven Lane, Bowie, MD 20715. 301-262-4993.

3. Program Component: Placement
   Administering Agency: Various community rehabilitation agencies

Project Products:

Journal Articles:

"Assistive Technology Assessment," Journal of Vocational Rehabilitation, 4(3), 202-210, 1994.

Two more journal articles are in development, one on ITP development and assistive technology, one on funding assistance technology.

Project Developed Instruments:

Sample forms and instruments.

THE CITY LIGHTS TRANSITION TO INTEGRATED POSTSECONDARY ENVIRONMENT RESEARCH PROJECT

Contact Person:
Bert L'Homme

Mailing Address:
Academy for Educational Development
1875 Connecticut Avenue, N.W.
Washington, DC 20009-1202

Telephone #: 202-884-8158

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Transition Institute #: 281

Project End Date: 9/30/94

Region: 2

NEXT STEPS MULTI DISTRICT OUTREACH PROJECT

Contact Person:
Deidre Hayden

Mailing Address:
Parent Educational Advocacy
Training Center
228 South Pitt Street, Suite 300
Alexandria, VA 22314

Telephone #: 703-836-2953

Competition #: 84.158Q
(Multi-District Outreach Project)

Transition Institute #: 286

Project End Date: 8/31/93

Region: 2

BRIDGES...FROM SCHOOL TO WORK

Contact Person:
Mark R. Donovan

Mailing Address:
Dept. 901.10
Marriott Drive
Washington, DC 20058

Telephone #: 301-380-7771

Competition #: 84.158Q
(Multi-District Outreach Project)

Transition Institute #: 289

Project End Date: 8/31/94

Region: 2

Current Focus of Project Continuation Activities:

The Los Angeles and Washington, DC Bridges programs served by this grant will continue to work with incoming participants and expect to place more than 80 students into competitively paid internships with local employers. Ongoing activities will include: intake, assessment, youth/parent and manager/supervisor trainings, placement and follow-up as well as data collection and evaluation.

Project Components Being Continued:

1. Program Component: Intake, assessment training (youth, parents and managers/ supervisors; staff inservice, also), business outreach, placement, follow-up, evaluation, database analysis
   Administering Agency: TransCen - non profit agency.
   Agency Contact Person: LaVerne A. Buchanan, Project Director, Bridges, 1010 Vermont Ave., NW, Washington, DC 20005. 202-628-0239; FAX 202-628-6364.

2. Program Component: Intake, assessment training (youth, parents and managers/ supervisors; staff inservice, also), business outreach, placement, follow-up, evaluation, database analysis
   Administering Agency: TransCen - non profit agency.
   Agency Contact Person: Lorraine Wilson, Project Director, Bridges, 3200 Wilshire Blvd., So. Tower, Suite 1320, Los Angeles, CA 90010. 213-381-1220, FAX: 213-381-3907

Project Products:

Brochure
Bridges...from school to work.
Video Tape
Bridges (1991)
Journal Article
"Involving Employers in Transition: The Bridges Model"

REGION III PROJECT PROFILES

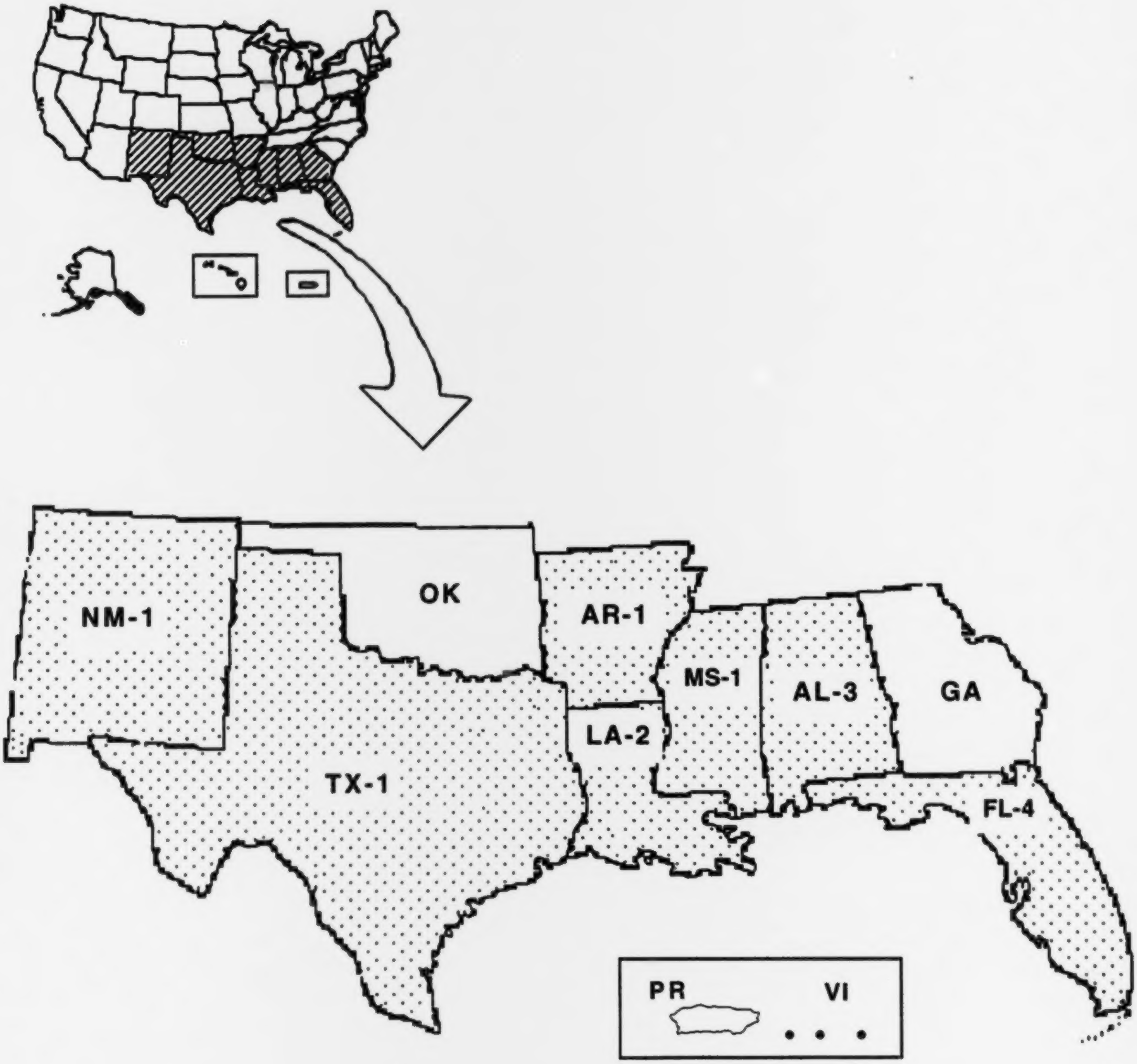
REGIONAL PROFILE

Region III, the South Atlantic region, is composed of nine states—Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma and Texas—as well as Puerto Rico and the Virgin Islands. The 13 current projects in Region III are distributed as follows: Alabama (n=3), Arkansas (n=1), Florida (n=4), Louisiana (n=2), Mississippi (n=1), New Mexico (n=1), and Texas (n=1). Competitions represented are Postsecondary Demonstration Projects (84.078C), Youths with Disabilities Who Have Dropped Out of School Projects (84.158D), Research Projects on the Transition of Special Populations (84.158P), and Multi-District Outreach Projects (84.158Q). The first map in this section plots the number of active projects in each state in Region III. The second map identifies each project by competition and by Transition Institute number.

A set of summary tables, tabulating by project individuals with disabilities served and provision of related developmental training, follows the active project profiles for this region. This information is taken directly from survey forms received from each project. For those projects who did not return survey forms this year (Transition Institute Nos. 328, 330, 374, 382), other project data (from last year's survey form, if applicable) are provided, if available.

Geographic Distribution of Model Demonstration Projects in Region III: South Atlantic as of May 1995

(N = 13)

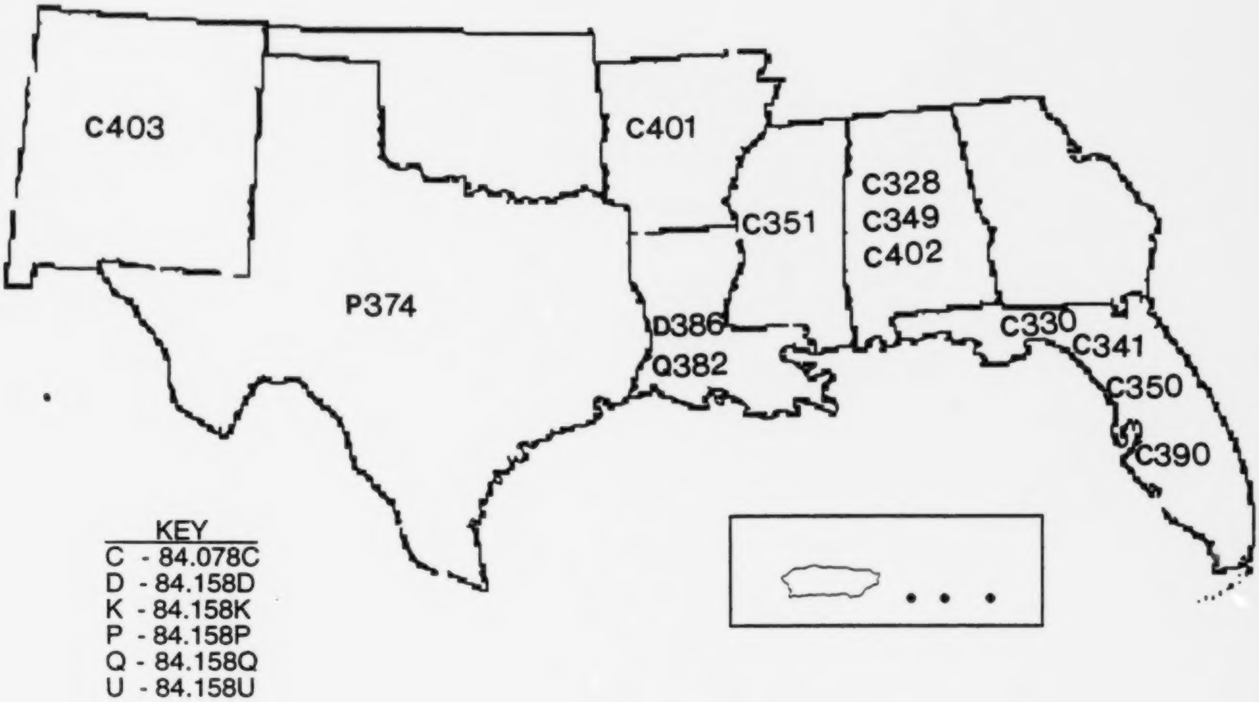

NM-1
OK
AR-1
MS-1
AL-3
GA
LA-2
TX-1
FL-4
PR
VI

░ Shading indicates states where projects are located.

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region III: South Atlantic -- By Competition Number and Transition Institute Number as of May 1995

(N = 13)


C403
C401
C351
C328
C349
C402
P374
D386
Q382
C330
C341
C350
C390
KEY
C - 84.078C
D - 84.158D
K - 84.158K
P - 84.158P
Q - 84.158Q
U - 84.158U

THE LD CAREER PROJECT

Project Director:
Dr. Jamie Satcher

Project Coordinator:
Peggy Harris

Mailing Address:
The University of Alabama
Center for Teaching and Learning
Box 870304
Tuscaloosa, AL 35487-0304

Telephone #: 205-348-5175

Fax #: 205-348-5291

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20038

Transition Institute #: 328

Start Date: 10/1/92 End Date: 9/30/95

Region: 3

Geographic Service Delivery Area:
State of Alabama

Project Purpose:

To enhance the transition of college students with learning disabilities from college to professional employment.

Expected Outcomes:

1. Increased knowledge of career planning and placement needs of college students with learning disabilities
2. Increased participation of college students with learning disabilities in career enhancing activities
3. Increased networking among university programs serving learning disabled students.
4. Development of instructional materials for career counselors serving learning disabled college students.

Approach Used to Reach Expected Outcome

1. Workshops for college faculty, career counselors, and related personnel
2. Individualized career counseling for students with learning disabilities

PROJECT CONSUMERS FOR CURRENT YEAR

Ethnicity of Target Population:

White

Barrier to Project Implementation

Biggest barrier has been motivating students to participate in individual career counseling sessions. We have great services for them, but they seem to be focused primarily on achieving academic success. We are developing strategies for more involvement. Any ideas?

POSTSECONDARY PROGRAM FOR INDIVIDUALS WITH DISABILITIES/ PROJECT GATE: (GAINING ACCESS: TRANSITION TO EMPLOYMENT)

Project Director:
Virginia H. Smith

Mailing Address:
Calhoun Community College
P. O. Box 2216
Decatur, AL 35609-2216

Telephone #: 205-306-2866

Fax #: 205-306-2885

Competition #: 84.078C
Postsecondary Demonstration Project)

Transition Institute #: 349

Start Date: 10/1/93 End Date: 8/31/96

Region: 3

Geographic Service Delivery Area:
Region within the State of Alabama
(i.e., more than one county)

Project Purpose:

To design and implement a set of strategies to enhance the role of the existing campus placement office to serve the needs of students with disabilities and to increase the awareness of campus personnel about the needs of students with disabilities and their employment opportunities.

Expected Outcomes:

Job placements for students with disabilities will be increased by 35%, and technical assistance and information on program and work accessibility and accommodations will be provided. Information on providing career placement opportunities for students with disabilities will be disseminated.

Cooperative agreements will be developed with agencies and employer groups to strengthen coordination of effort.

Approach Used to Reach Expected Outcome

The project will provide inservice training and orientation programs that focus on the support services and accommodations needed by students with disabilities. Workshops will be provided for employers and employers will be involved in campus-based opportunities with students. Seminars and a "Job Club" will help students explore career information and cultivate skills and knowledge such as job-seeking skills, interviewing, on-the-job behavior, and time management. Students will be assisted with opportunities for shadowing, co-op employment, and part-time/full-time employment.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 16 Female: 20

Ethnicity of Target Population:

Asian, Black/African-American, White

A total of 122 students with disabilities received written information about each activity for students.

Barriers to Project Implementation

No barriers were encountered which were significant enough to prevent achieving outcome or goals.

LABORATORY ADAPTATIONS FOR THE BETTERMENT OF SPECIAL STUDENTS (LABSS)

Project Director:
Dr. Nancy McDaniel

Mailing Address:
Auburn University at Montgomery
Center for Special Services
7003 University Drive
Montgomery, AL 36117

Telephone #: 334-244-3468

Fax #: 334-244-3837

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C----

Transition Institute #: 402

Start Date: 10/1/94 End Date: 9/30/97

Region: 3

Geographic Service Delivery Area:
Region within the state of Alabama (i.e., more than one county)

Project Purpose:

The purpose for LAB is to modify instructional methods to fully include typically under-represented individuals (including students with disabilities) in the chemistry laboratory.

Expected Outcomes:

Outcomes expected include the development of modified chemistry laboratory curriculum and the development of a manual of the new curriculum.

Approach Used to Reach Expected Outcome:

1. Development of modified experiments.
2. Piloting of experiments.
3. Replacement of traditional curriculum with modified curriculum.
4. Awareness activities through workshops/career days.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities.

SUCCESSFUL TRANSITION TO EMPLOYMENT FOR POSTSECONDARY STUDENTS (STEPS)

Project Director:
Susan Queller

Project Coordinator:
Ed Williams

Mailing Address:
University of Arkansas, Little Rock
2801 S. University Avenue
Little Rock, AR 72204

Telephone #: 501-569-3143
501-569-3231

Fax #: 501-569-8068

E-Mail: slqueller@ualr.edu
erwilliams@ualr.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C40081

Transition Institute #: 401

Start Date: 8/1/94 End Date: 7/31/97

Region: 3

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

Project STEPS offers a comprehensive approach to providing university students who have accommodation needs the tools they need to become professionally employed. It bridges the gap between school and work, providing students with skills, knowledge, and techniques to make this transition successfully. Program activities focus on a variety of approaches, as outlined below:

1. The project will guide students through a set of activities, work experience, research and coursework designed to improve their leadership skills, enhance their resumes, and empower them through acquisition of both knowledge and experiences.
2. The project will facilitate smooth transition from high school to college, and also support for students during college through providing information to prospective students, current students and family members about program services, advocacy, self-advocacy, and strategies for success.
3. The project will achieve systems change through: (a) training faculty/staff to improve services and learning experiences for students with accommodation needs; (b) teaching a new course titled "Disability in Peoples' Lives"; (c) training service providers in secondary programs; (d) training employers; and (e) disseminating grant materials, services and strategies.

Expected Outcomes:

1. Increased knowledge of job application, resume and interview skills, and career options.
2. Increased knowledge of employment rights under the Americans with Disabilities Act (ADA).
3. Increased knowledge of how to determine the essential functions of a particular job and the skills to approach employers to mediate the acquisition of job accommodations.
4. Increased leadership skills.
5. Knowledge of preferred learning style and learning strategies.
6. Increased knowledge of campus faculty to the ADA, Section 504 and learning styles and strategies.
7. Increased knowledge of parents and students in the community, who are planning on attending a post-secondary school, on their rights under the ADA and Section 504.
8. To expand the awareness of post-secondary options for parents and students in the community.

Approach Used to Reach Expected Outcome:

1. Students taking the class "EEOC" and completing the "Steps to Success Roadmap". These activities are designed to address outcomes 1-3 above.
2. Student participation in the planning and/or attendance in a leadership training seminar and a seminal designed to determine learning strengths and strategies.
3. In-service training for campus faculty on the ADA and learning strengths and strategies.
4. Survey of post-secondary institutions in Arkansas as to the services provided for students with a disability.
5. Workshops offered to parents and students within the community on their rights under the ADA and Section 504.
6. Working with the Campus TRIO programs to reach out to parents and students who are contemplating attending a post-secondary institution.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities.

ENHANCING CAREER OPPORTUNITIES FOR STUDENTS WITH DISABILITIES

Project Director:
Karen Lehmann

Project Coordinator:
Walter Johnson (East)
Peg Edmonds (West)

Mailing Address:
Valencia Community College
702 N. Econlockhatchee Trail
P.O. Box 3028
Orlando, FL 32802-3028

Telephone #: 407-299-5000, Ext. 2229

Fax #: 407-299-5000/2593

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20031

Transition Institute #: 330

Start Date: 11/21/92 End Date: 11/21/95

Region: 3

Geographic Service Delivery Area:
Region within the State of Florida (i.e., more than one county)

Project Purpose:

To develop and implement a group of activities designed to address the key problems identified in a literature search on training and job placement services for disabled students such as high unemployment rates for the disabled and employer misconceptions about the physical and emotional needs and quality of job performance of the disabled. Valencia's model will incorporate solutions to those key problems into a cost-effective and easily replicable format, thus meeting a critical national need.

Expected Outcomes:

1. To ensure that all disabled students assess their career goals, prepare for job interviews, and that at least 60 percent find permanent placement after graduation.
2. To expand by 25 percent annually for three years the number of co-op and permanent job placements for Valencia's disabled students.
3. To measurably improve faculty, employer, college, and workplace attitudes toward disabled persons.
4. To ensure replication of this project by documenting the process used to accomplish these goals for dissemination to community colleges nationwide.

Approach Used to Reach Expected Outcome

The main components of this proposed model involve the development and implementation of training seminars designed for a variety of audiences.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 66 Female: 59

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, White

THE CAREER EMPOWERMENT OPPORTUNITIES (C.E.O.) PROJECT

Project Director:
Mary Sylvester

Project Coordinator:
James Dwyer

Mailing Address:
Indian River Community College
Vocational Transition Center/IRCC
3209 Virginia Avenue
Fort Pierce, FL 34981

Telephone #: 407-462-4736

Fax #: 407-462-4487

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20014

Transition Institute #: 341

Start Date: 10/1/92 End Date: 9/30/95

Region: 3

Geographic Service Delivery Area:
Region within the State of Florida
(i.e., more than one county)

Project Purpose:

In order for students with disabilities to be the "C.E.O.'s" of their careers, they must have accessible learning environments, marketable skills, support services, and linkages to employment resources. The Career Empowerment Opportunities (C.E.O.) Project will strengthen existing linkages and establish new strategic partnering resources for students with disabilities, service providers and employers.

Expected Outcomes:

1. Increased enrollment of disabled students.
2. Disability awareness of college faculty, community service providers, employers.
3. Effective job matching of qualified students with disabilities in appropriate employment.
4. Increased utilization of job placement resources by students with disabilities.
5. Establishment of the Vocational Transition Center as a clearinghouse for disability information and applications of rehabilitation technology.
6. Increased interagency coordination.

Approach Used to Reach Expected Outcome

1. Disability awareness training.
2. Employment readiness training.
3. Career counseling.
4. Linkages to campus and community job placement resources.
5. Individualized assistance to faculty, community service providers, and employers in applications of rehabilitation technology.
6. Technical assistance to employers in all aspects of Title I of the Americans with Disabilities Act.
7. Development of software to facilitate job matching and reasonable accommodations.
8. Establishment of a clearinghouse to disseminate information related to reasonable accommodations for persons with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 21 Female : 24

Ethnicity of Target Population:

Black/African-American, Hispanic, White.

Barriers to Project Implementation

The service area of the project continued to experience one of the five highest unemployment rates in the State of Florida. This has resulted in limited employment opportunities for students with disabilities.

Area employers have not utilized the Projects' technical assistance services for compliance with the Americans with Disabilities Act to the extent that was expected.

THE COALITION FOR CAREERS: A CAREER DEVELOPMENT & PLACEMENT MODEL FOR UNIVERSITY STUDENTS WITH DISABILITIES

Project Director:
Bruce M. Menchetti, Ph.D

Project Coordinator:
Carrie Wilde, MHDL

Mailing Address:
The Career Center, University Center
The Florida State University
Tallahassee, FL 32306-1035

Telephone #: 904-644-0595

Fax #: 904-644-3273

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30058

Transition Institute #: 350

Start Date: 10/1/93 End Date: 9/30/96

Region: 3

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

Project Purpose:

To coordinate effective career development and placement activities, increase the inclusion of students with disabilities in those activities, and create new career development opportunities for students with disabilities at a large state university. This project will expand the placement opportunities available to students with disabilities and will also increase the disability awareness and knowledge of career development and placement professionals, employers, university faculty and administrators, and the nondisabled student body.

Expected Outcomes:

Project outcomes related to the career development of students with disabilities will include:

1. their increased participation in pre-employment internship experiences;
2. increased access to career counseling and other career development activities;
3. increased career placements and employment maintenance in preferred career areas; and
4. the institutionalization of a coordinated and inclusive system of effective career development and placement activities in a large university setting.

Project outcomes related to the training of professionals will include:

1. development of preservice and in-service training materials for both career development and postsecondary education personnel;
2. dissemination of project activities at state, regional, and national meetings and conferences.
3. increased awareness and knowledge regarding disability and effective employment supports and accommodations; and
4. dissemination of effective strategies and project related research through professional publications.

Approach Used to Reach Expected Outcome

The Coalition for Careers, through the establishment of broad-based partnerships, will develop a coordinated and inclusive system of career development and placement activities for students with disabilities at Florida State University (FSU). Co-principal investigators from the Department of Special Education, the FSU Disabled Student Services Office, and the FSU Career Center, will guide a cooperative effort involving FSU students with and without disabilities, business and industry leaders from throughout Florida, and the Florida Division of Vocational Rehabilitation. This coordinated effort will result in increased employment opportunities for FSU students with disabilities and will also increase the awareness and knowledge of all project partners about strategies for including disabled students in the many effective career development activities available at a large state university.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 16 Female: 27

Ethnicity of Target Population:

Asian, Black/African-American, White, Multi-ethnic

COLLEGE ACCESS, RETENTION & EMPLOYMENT PROGRAM

Project Director:
Mara Cooper Smith

Project Coordinator:
Denise Lyttle

Mailing Address:
MDCC-NC Special Support Services
11380 N.W. 27th Avenue
Miami, FL 33167

Telephone #: 305-327-1443

Fax #: 305-237-1560

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C40006

Transition Institute #: 390

Start Date: 9/1/94 End Date: 8/31/97

Region: 3

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)
County

Project Purpose:

The College Access, Retention and Employment (CARE) program for disabled students is a three year program housed in the Special Support Service Department of Miami-Dade Community College, North Campus.

There are two major goals. First, we will develop a demonstration model to improve the delivery and outcomes of postsecondary education for people with disabilities. Special focus will be on individuals who are members of minority groups. The second goal is to develop and disseminate a Guide nationally, illustrating this model program, including its evaluation, and usefully describing it for pertinence at the majority of public, urban postsecondary settings in the United States.

CARE is a comprehensive, practical model, fully cognizant of decreasing funding for public education. Outcomes will be important nationally for the tracking and monitoring of disabled students through the community college, transfer to the baccalaureate institution, and employment.

CARE presents an opportunity to stem the disappointing retention and employment rates of disabled college students by better understanding ways to improve their success rates.

Expected Outcomes:

1. Improve the delivery and outcomes of post-secondary education for people with disabilities with special focus on individuals who are members of minority groups.
2. Increase retention of students with disabilities by 20% and placement by 10% by year three of the project at Miami-Dade Community College North Campus.

3. Develop and disseminate a guide nationally illustrating this model program including evaluation with a description pertinent to the majority of public, urban post-secondary settings in the United States.

Approach Used to Reach Expected Outcome

1. Improve the utilization of existing college resources.
2. Determine and implement a comprehensive approach for recruiting qualified students into college academic programs.
3. Develop a method by which faculty will become aware of college resources and effective strategies to instruct students who are disabled.
4. Develop a seamless process for disabled students to move into the university for upper level work or into the work place.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Not a direct service project.

PROGRAM FOR EXCELLENCE AND ACCOMMODATION IN EMPLOYMENT

Project Director:
Mit Arnold, Ed.D.

Project Coordinator:
Gary Mooers, Ph.D.

Mailing Address:
University of Mississippi
139 Education
University, MS 38766

Telephone #: 601-232-7100

Fax #: 601-232-7249

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30048

Transition Institute #: 351

Start Date: 10/1/93 End Date: 9/30/96

Region: 3

Geographic Service Delivery Area:
State of Mississippi

Project Purpose:

The goal of the University of Mississippi Program for Excellence and Accommodation in Employment is the enhancement of employment opportunities for college students with disabilities. This goal will be achieved through a campaign of awareness about such students and their needs for support services. Staff and faculty training, print materials and technical assistance delivered state-wide via satellite will impact on UM administrators, faculty and staff, employers, and public school teachers and counselors. Job placement and career-experiences for UM students with disabilities will increase due to the development of formal memoranda of understanding, increased campus-based career opportunities, work experiences, internships and summer work placements. The project's success will be ensured by collaborative efforts among employers, Mississippi Dept. of Economic Dev., UM faculty from the School of Education and Liberal Arts, and staff from UM Disabled Student Services and Personnel Services, and representatives from MS Dept. of Rehab. Services.

Expected Outcomes:

Enhanced opportunities for competitive employment outcomes for University of Mississippi students with disabilities upon graduation.

Enhanced academic and employment support for University of Mississippi students with disabilities while on campus.

Interagency/Interdisciplinary collaboration in the development of products and outcomes.

Approach Used to Reach Expected Outcome

Enhanced opportunities for competitive employment for University of Mississippi students with disabilities will be achieved through the development of increased campus-based career opportunities, work experience, internships, and summer work placements.

Enhanced opportunities for academic and employment support services for UM students with disabilities will be accomplished through: the development, implementation and evaluation of a curriculum to train UM faculty and staff which will subsequently become a videotape to be used by UM Personnel Services for new employees; the presentation of statewide teleconferences designed for public school personnel.

Interagency collaboration will be achieved through involvement from Mississippi's Departments of Economic Development and Rehabilitative Services, staff from the UM Offices of Personnel, Disabled Student Services, Career Planning and Placement and faculty from the School of Education and College of Liberal Arts.

PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project.

ACCESS TO SUCCESS

Project Director:
Jill Douglas

Project Coordinator:
Michael Driscoll

Mailing Address:
Santa Fe Comunity College
P. O. Box 4187
Sante Fe, NM 87502-4187

Telephone #: 505-438-1331

Fax #: 505-438-1237

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C40105

Transition Institute #: 403

Start Date: 9/1/94 End Date: 9/1/97

Region: 3

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000+)
Region within the state of New Mexico (i.e., more than one county)
American Indian/Alaskan Native Area (e.g., village, reservation, trust land)

Project Purpose:

The Access to Success project will assist Indian and Hispanic people with disabilities in making the transition into postsecondary education at Santa Fe Community College. Assistance with enrollment processes, academic support, and a case management approach will combine to help ensure successful accomplishment of students' goals for higher education.

Expected Outcomes:

Access to Success will assist a significantly increased number of minority students with disabilities to enter postsecondary education than in previous years. It is projected that a greater number of those students enrolling will successfully complete a two-year course of study than in past years. Of those students enrolling and completing a two-year program, it is expected that a greater number will either transfer to four-year baccalaureate institutions or will enter employment in their field of study. Through staff development activities on campus, awareness of and responsiveness to disability issues will be increased among college faculty and staff. Classroom and campus accommodation for people with disabilities will increase as a result of intervention by Access to Success staff. Interagency cooperation will be enhanced by coordinating referral to service providers by the Access to Success Coordinator.

Approach Used to Reach Expected Outcome:

Access to Success will recruit, train, and supervise staff of Peer Liaison outreach workers who will serve as community-based case managers for each potential student. These Peer Liaisons will assist students with application for admission, application for financial aid, and registration for classes. Academic support will be available on campus from a staff of tutor/mentors supervised by the Access to Success Coordinator. Classroom accommodation will be initiated by students with disabilities in conjunction with Access to Success staff. Knowledge of disabilities issues will be increased via campus-wide workshops involving faculty, staff, and students. On campus related services such as counseling and career placement will be coordinated by Access to Success staff, as well as external agencies such as Division of Vocational Rehabilitation, public schools, and social service agencies.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 20-40.

PROJECT CHOICE: A SELF-EMPOWERMENT TRANSITION MODEL FOR YOUTH

Project Director:
Dr. Vera Inez Daniels (SU), Co-Director
Dr. Theodore Pikes (UNO), Co-Director

Mailing Address:
Southern University and A & M College
Institute for the Study and Rehabilitation of Exceptional Children and Youth (ISRECY)
P. O. Box 9523
Baton Rouge, LA 70813

Telephone #: 504-771-3950 (Daniels)
504-286-6609 (Pikes)

Fax #: 504-774-5443 (Daniels)
504-286-5588 (Pikes)

Competition #: 84.158D
(Youths With Disabilities Who Have Dropped Out of School)

Federal Grant #: H158D40014

Transition Institute #: 386

Start Date: 10/1/94 End Date: 9/30/97

Region: 3

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

This is a collaboratively developed youth-centered, community-based demonstration project between Southern University and A & M College - Baton Rouge, and the University of New Orleans. It is designed to identify, recruit, train, and provide transition support services for enhancing the quality of life outcomes for youth with mild to moderate disabilities who have dropped out of school or are at risk of dropping out of school in the metropolitan New Orleans area. The primary goals of this project are to: (1) develop and implement an outreach program for identifying and recruiting youth with mild to moderate disabilities who have dropped out of school or are at risk of dropping out of school, (2) determine factors which contribute to student dropout, (3) develop strategies to assist youth in obtaining either a high school diploma, certificate of achievement, or GED, (4) enhance participants' self-empowerment of life skills for quality of life outcomes, and (5) develop recommendations to enhance the retention of youth with mild/moderate disabilities in educational/vocational settings.

Expected Outcomes:

1. Provide a catalyst for a systems change for the education of youth with mild/moderate disabilities who have dropped of school or at risk of dropping out of school.
2. Assist youth in obtaining a high school diploma, certificate of achievement, or GED.
3. Assist youth in developing self-empowerment skills for improving quality of life (e.g., social integration, employment, independent living).
4. Provide a model that may be replicated by school districts for attracting students with disabilities back to the educational system to obtain completion requirements.

Approach Used to Reach Expected Outcome:

1. Develop and implement an outreach program for identifying and recruiting youth who have dropped out of school or are at risk of dropping out of school.
2. Develop: (a) an advisory board, (b) recruitment/retention data base, (c) community support services data base, and (d) mentoring data base.
3. Develop and implement Individualized Self-Empowerment Transition Programs (ISETP).
4. Develop training sessions on, e.g., decision-making, problem-solving, conflict resolution, self-esteem, social issues, and pre-vocational skills.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 50.

TRANSITION OF YOUTH WITH TBI TO INTEGRATED POSTSECONDARY ENVIRONMENTS

Project Director:
Walter M. High, Ph.D.

Project Coordinator:
Douglas Bloom, Ph.D.

Mailing Address:
The Institute for Rehabilitation and Research (TIRR)
Brain Injury Research Center of TIRR
4007 Bellaire Blvd., Ste. EE
Houston, TX 77025

Telephone #: 713-666-9550

Fax #: 713-668-5210

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P30003

Transition Institute #: 374

Start Date: 10/1/93 End Date: 9/30/96

Region: 3

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The purpose of the project is to develop model services for youth with TBI to improve their transition from school to community in 10 Houston-area school districts.

Expected Outcomes:

We expect youth with TBI who have participated in the program to have a greater rate of employment, greater social integration, and greater independence in living compared to youth with TBI who have not participated in the program.

Approach Used to Reach Expected Outcome

Participants receive thorough neuropsychological and psychoeducational evaluations; participation of a developmental neuropsychologist and transition coordinator in development of the ITP; on-site participation of neuropsychologist and transition coordinator in task analysis of prospective jobs; frequent follow-up with employers to diffuse potential problems threatening continued employment as they arise.

COLLABORATIVE TRANSITION TEAMS: OUTREACH PROJECT/ UNIVERSITY OF NEW ORLEANS

Project Director:
William Sharpton

Mailing Address:
University of New Orleans
Special Education & Rehabilitative Services
Education Building 220
New Orleans, LA 70148

Telephone #: 504-286-5592

Fax #: 504-286-6005

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q-----

Transition Institute #: 382

Start Date: 10/1/94 End Date: 9/30/97

Region: 3

Geographic Service Delivery Area:
More than one state

Project Purpose:

This project promotes the use of a collaborative team model for the design, implementation, and evaluation of transition services for youth with disabilities. The model of collaborative teaming was developed and field tested by the Multidistrict Transition Project at the University of New Orleans funded by the U.S. Department of Education. The model uses a structure to assist interagency teams in designing procedures for transition services according to three formats: (1) application to students and consumers, (2) role of various transition teams, and (3) role of participating agencies and organizations. The collaborative transition teams will focus on two levels of service delivery: (1) student and consumer outcomes, and (2) systems development and support.

Expected Outcomes:

A key component of the model is the participation of families and consumers as equal members of the design team. In each outreach site identified for participation, nonprofit family outreach programs are included as members of the local and state core teams.

Approach Used to Reach Expected Outcome:

The project will provide outreach services in three states: Louisiana, Kansas, and Oklahoma. Project staff will provide technical assistance at both the local and state levels. Initial technical assistance will be provided to a local transition team in each state. Following one year of operation using the collaborative model, technical assistance will be provided to each state core transition team to replicate the collaborative model in another site using personnel in the original site to provide peer training and support.

Individuals with Disabilities Served by New and Ongoing Projects (N = 13)
By Competition - Region 3

	84.078C							
Disability Categories	328	349	402	401	330	341	350	390
Autism	-	-	-	-	-	-	-	
Serious Emotional Disturbance	-	1	-	-	35	14	3	
Visual Impairment Including Blindness	-	4	*	-	10	1	15	NOT DIRECT SERVICE
Deafness	-	3	-	-	-	1	-	
Deaf-Blindness	-	-	-	-	-	-	-	
Developmentally Delayed	-	-	-	-	-	2	4	
Dropout	-	-	-	-	-	-	-	
Economically Disadvantaged	-	-	-	-	-	-	-	
Hearing Impairment (NOT including deafness)	-	4	-	-	11	2	-	
Mental Retardation	-	-	-	-	-	-	-	
Multiple Disabilities	-	8	-	-	-	-	5	
Orthopedic Impairment (includes all physical disabilities)					48	11		
Cerebral Palsy	-	5	*	-	-	-	3	
Spina Bifida	-	3	*	-	-	-	1	
Spinal Cord Injury	-	5	*	-	-	-	2	
Other Physical Disability	-	5	*	-	-	-	3	
Other Health Impairment						1		
AIDS or AIDS Complex	-	-	-	-	-	-	1	
Cancer	-	-	-	-	-	2	1	
Epilepsy	-	2	-	-	-	-	1	
Inner Cranial Hemorrhage	-	-	-	-	-	-	-	
Low Birth Weight	-	-	-	-	-	-	-	
Medically Fragile	-	-	-	-	-	-	1	
Substance Abuse Withdrawal	-	-	-	-	-	-	-	
Technology Dependent	-	-	-	-	-	-	-	
Traumatic Head Injury (including TBI)	-	1	-	-	-	2	1	
Other	-	3[1]	-	-	-	-	-	
Specific Learning Disability	57	25	-	-	21	9	20-25	
Speech or Language Impairment								
Articulation Disorder	-	-	-	-	-	-	-	
Cleft Palate	-	-	-	-	-	-	-	
Language Disorder	-	-	-	-	-	-	2	
Not Specified	-	-	-	*	-	-	-	
Project Category (A=Ongoing; B=New)	A	A	B	B	A	A	A	B

[1] Other: severe respiratory illness

Note: "X" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Individuals with Disabilities Served by New and Ongoing Projects (N = 13) By Competition - Region 3 (continued)

	84.078C		84.158D	84.158P	84.158Q
Disability Categories	351	403	386	374	382
Autism		-	-	-	
Serious Emotional Disturbance		-	*	-	
Visual Impairment Including Blindness	NOT DIRECT SERVICE	*	-	-	NOT AVAILABLE
Deafness		*	-	-	
Deaf-Blindness		-	-	-	
Developmentally Delayed		-	-	-	
Dropout		*	*	-	
Economically Disadvantaged		-	-	-	
Hearing Impairment (NOT including deafness)		-	-	-	
Mental Retardation		-	*	-	
Multiple Disabilities		*	-	-	
Orthopedic Impairment (includes all physical disabilities)					
Cerebral Palsy		-	-	-	
Spina Bifida		-	-	-	
Spinal Cord Injury		-	-	-	
Other Physical Disability		*	-	-	
Other Health Impairment					
AIDS or AIDS Complex		-	-	-	
Cancer		-	-	-	
Epilepsy		-	-	-	
Inner Cranial Hemorrhage		-	-	-	
Low Birth Weight		-	-	-	
Medically Fragile		-	-	-	
Substance Abuse Withdrawal		-	-	-	
Technology Dependent		*	-	-	
Traumatic Head Injury (including TBI)		-	-	*	
Other		-	-	-	
Specific Learning Disability		*	*	-	
Speech or Language Impairment					
Articulation Disorder		-	-	-	
Cleft Palate		-	-	-	
Language Disorder		-	-	-	
Not Specified		-	-	-	
Project Category (A=Ongoing; B=New)	A	B	B	A	B

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 13) By Competition - Region 3

84.078C

	328	349	402	401	330	341	350	390
Child/Individual with Special Needs	-	*	NOT APPLICABLE	-	-	-	-	NOT APPLICABLE
Parents	-	*		*	-	-	-	
Family Members other than parents	-	*		*	-	-	-	
Friends	-	*		-	-	-	-	
Personnel								
Adult Service Providers	*	*		-	-	-	5-10	
Caregivers	-	-		-	-	-	-	
Case Managers	-	-		-	-	2	2-3	
Education Personnel	*	*		*	100	68	10-20	
Employers	*	*		*	52	40	40-50	
Head Start Personnel	-	-		-	-	-	-	
Health Professionals	-	*		-	-	92	2-3	
Home Visitors	-	-		-	-	-	-	
Job Coaches	-	-		-	-	4	-	
Medical Personnel	-	-		-	-	-	-	
Paraprofessionals	-	-		-	-	-	10-12	
Peer/Co-workers	-	*		-	35	-	30	
Recreation Personnel	-	-		-	-	-	-	
Rehabilitation Personnel	*	*		-	-	5	5-10	
Related Services Personnel	*	*		-	-	-	5-10	
Special Education Personnel	*	*		-	-	-	5-10	
Vocational Educators	-	*		-	-	9	1-2	
Service Delivery System								
Community Health	-	-		-	-	-	-	
Community Mental Health	-	-		-	-	25	-	
Community Recreation	-	-		-	-	-	-	
Community Social Services	-	-		-	-	-	2-3	
Interagency Coordinating Council	-	*		-	-	-	-	
Local Education	-	*		-	-	-	2-3	
State Development Disabilities	-	-		-	-	-	1-2	
State Education	*	*		-	-	-	2-3	
State Health	-	-		-	-	-	-	
State Human	-	-		-	-	-	-	
State Mental Health	-	-		-	-	-	-	
State Rehabilitation	*	*		-	-	-	2-3	
Other Service Delivery System	-	*		-	-	-	-	
Project Category (A=Ongoing; B=New)	A	A	B	B	A	A	A	B

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 13) By Competition - Region 3 (continued)

	84.078C		84.158D	84.158P	84.158Q
	351	403	386	374	382
Child/Individual with Special Needs	NOT APPLICABLE	*	NOT APPLICABLE	*	NOT AVAILABLE
Parents		*		*	
Family Members other than parents		*		-	
Friends		-		-	
Personnel					
Adult Service Providers		*		-	
Caregivers		-		-	
Case Managers		-		-	
Education Personnel		*		*	
Employers		*		*	
Head Start Personnel		-		-	
Health Professionals		*		-	
Home Visitors		-		-	
Job Coaches		-		*	
Medical Personnel		-		-	
Paraprofessionals		-		-	
Peer/Co-workers		*		-	
Recreation Personnel		-		-	
Rehabilitation Personnel		*		*	
Related Services Personnel		*		-	
Special Education Personnel		*		*	
Vocational Educators		*		*	
Service Delivery System					
Community Health		-		-	
Community Mental Health		*		-	
Community Recreation		-		-	
Community Social Services		*		-	
Interagency Coordinating Council		-		-	
Local Education		*		*	
State Development Disabilities		-		-	
State Education		-		*	
State Health		-		-	
State Human		-		-	
State Mental Health		-		-	
State Rehabilitation		-		-	
Other Service Delivery System		-		-	
Project Category (A=Ongoing; B=New)	A	B	B	A	B

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

EXPIRED PROJECT PROFILES IN REGION III

Six projects expired during 1994 in Region III, the South Atlantic region. Five of these projects returned expired project surveys.

The expired project profiles for the five projects returning surveys contain information on one or more of the following: current focus of project continuation activities, project components being continued, and project products generated. For the remaining project, the information provided is last known point of contact.

STUDENT EMPOWERMENT & EMPLOYMENT (SEE)

Contact Person:
Susan Queller

Mailing Address:
UALR Disability Support Services
2801 S. University Ave.
Little Rock, AR 72204

Telephone #: 501-569-3143

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute: 293

Project End Date: 8/13/94

Region: 3

Current Focus of Project Continuation Activities:

We were fortunate to receive another 3-year model demonstration grant with a similar focus and are building on many of the SEE activities:

1. Courses developed are being taught currently;
2. One course is being computerized;
3. Faculty inservice training developed is being implemented when departments request—to date four departments have requested it;
4. Additional faculty inservice training is being developed to build on the SEE version;
5. Staff inservices will be expanded;
6. Student Handbook and Faculty Handbook still in use and currently being distributed.
7. Student self-advocacy workshops are being expanded; and
8. Replication manual, Faculty Handbook, Student Handbook, Faculty Inservice, and Employer brochure are being disseminated.

Project Components Being Continued:

All components listed above are being continued through existing UALR staff as well as staff of the new model demonstration grant titled "Successful Transition to Employment for Postsecondary Students" (STEPS).

Project Products:

Employer Brochure
Student Handbook
Faculty Inservice Training
Replication Manual
Faculty Handbook

PROJECT CAREER

Contact Person:
Richard T. Roessler

Mailing Address:
University of Arkansas
Department of Rehabilitation
346 N. West Avenue
Fayetteville, AR 72701

Telephone #: 501-575-3656

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 297

Project End Date: 9/30/94

Region: 3

Current Focus of Project Continuation Activities:

1. Continuation of Work Experience Program through Office of Career Services.
2. Continuation of Mentoring Program through Office of Career Services.

Project Components Being Continued:

1. Program Component: Work Experience
   Administering Agency: University of Arkansas, Student Services Division, Office of Career Services
   Agency Contact Person: Nola Royster, Director of Career Services, Arkansas Union, Room 411, University of Arkansas, Fayetteville, AR 72701

2. Program Component: Mentoring Program
   Administering Agency: University of Arkansas, Student Services Division, Office of Career Services
   Agency Contact Person: Nola Royster, Director of Career Services, Arkansas Union, Room 411, University of Arkansas, Fayetteville, AR 72701

Project Products:

Brochure
Pathways to Success at the University of Arkansas

Training Manuals*
Work Experience Program: A Development and Implementation Manual
Mentoring Program: Policy and Development Manual
Self-Advocacy: A Training Manual
Accommodations Planning Team Planning
Project Career Program Planning Guide
Barriers to Career Development: A Disability Awareness Module

*Order From:
Materials Development and Dissemination Center
Research and Training Center in Vocational Rehabilitation
Hot Springs Rehabilitation Center
P. O. Box 1358
Hot Springs, AR 71902

CAREER DEVELOPMENT PROJECT

Contact Person:
Anne R. Thompson

Mailing Address:
Mississippi State University
Department of Counselor Education and Educational Psychology
P. O. Drawer G E
Mississippi State, MS 39762

Telephone #: 601-325-3426

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 306

Project End Date: 8/31/94

Region: 3

Current Focus of Project Continuation Activities:

College students with disabilities will continue to receive career counseling through trained personnel in Student Support Services and Career Services. MSU faculty and staff will continue to provide academic accommodations through information provided by the project.

Dissemination of the Employment Guide produced by the project will continue through the Department of Counselor Education and Educational Psychology. This dissemination continues on a national basis by request.

Specialized career planning class continues to be available for students with disabilities.

Project Components Being Continued:

1. Program Component: Career Assessment of College Students with Disabilities
   Administering Agency: Department of Counselor Education and Educational Psychology
   Agency Contact Person: Dr. Anne R. Thompson, P. O. Drawer GE, Mississippi State, MS 39762. 601-325-7917.

2. Program Component: National dissemination of Employment Guide for College Students with Disabilities
   Administering Agency: Department of Counselor Education and Educational Psychology
   Agency Contact Person: Dr. Anne R. Thompson, P. O. Drawer GE, Mississippi State, MS 39762. 601-325-7917.

Project Products:

Training Manual
Employment Guide for College Students with Disabilities (available from above address or ERIC)

Replication Manual
Final Report of Career Development Project (available from ERIC)

The following is a list of products of the project produced and disseminated during the grant's active period.

Instructional Handbooks:
ADA Legislation
Job Seeking and Retention
Interview Skills
Accessing Community Resources
Resume and Cover Letter Writing
Managing Stigma in the Workplace

A limited number of pamphlets entitled, "How to be a team member: Strategies for employees with disabilities," are available at the above address.

PROJECT COED (CAREER OPPORTUNITIES THROUGH EDUCATION FOR PERSONS WITH DISABILITIES)

Contact Person:
Carole Shafner

Mailing Address:
Association for Retarded Citizens
2114 Anson Road
Dallas, TX 75235

Telephone #: 214-634-9810

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 303

Project End Date: 9/94

Region: 3

Current Focus of Expected Continuation Activities:

Identify and work with agencies and colleges to develop a plan to continue vocational training.

Project Components Being Continued:

1. Program Component: Employment Assistance if Consumer is Now Unemployed
   Follow-Up/Trouble Shooting for Individuals Who Were Placed in Employment
   Administering Agency: Association for Retarded Citizens
   Agency Contact Person: Carole Shafner, 2114 Anson Road, Dallas, TX 75235. 214-634-9810.

Project Products:

Brochure
Not working is perhaps the truest definition of what it means to be disabled - brochure describes program components.

Training Manual
Project COED: Bridges to the Future

Curriculum
Curriculum for the three job skills:
1. Office Skills
2. Food Service
3. Housekeeping

MULTI-DISTRICT OUTREACH FOR TRANSITION

Contact Person:
Teresa A. Taber

Mailing Address:
Georgia State University - EPSE Dept.
University Plaza
Atlanta, GA 30303

Telephone #: 404-651-2310

Competition #: 84.158Q
(Multi-District Outreach Project)

Transition Institute #: 290

Project Ending Date: 9/30/94

Region: 3

Project Products:

Brochure
Parent CBVI Information
Business CBVI Information

Training Manual
Training Guide for Community-Based Vocational Instruction
Training Guide for Social Security Work Incentives

Journal Articles/Monographs
Administrative Guidelines for Implementing CBVI

Newsletter
Georgia Bulletin for Severe Disabilities, Special Edition

TRANSITION PROJECT-MULTI-DISTRICT OUTREACH

Contact Person:
William Sharpton

Mailing Address:

University of New Orleans
Dept. of Special Education &
Habilitative Services
Education Building Room 220
Lakefront
New Orleans, LA 70148

Telephone #: 504-286-5592

Competition #: 84.158Q
(Multi-District Outreach Project)

Transition Institute #: 284

Project End Date: 9/30/94

Region: 3

REGION IV PROJECT PROFILES

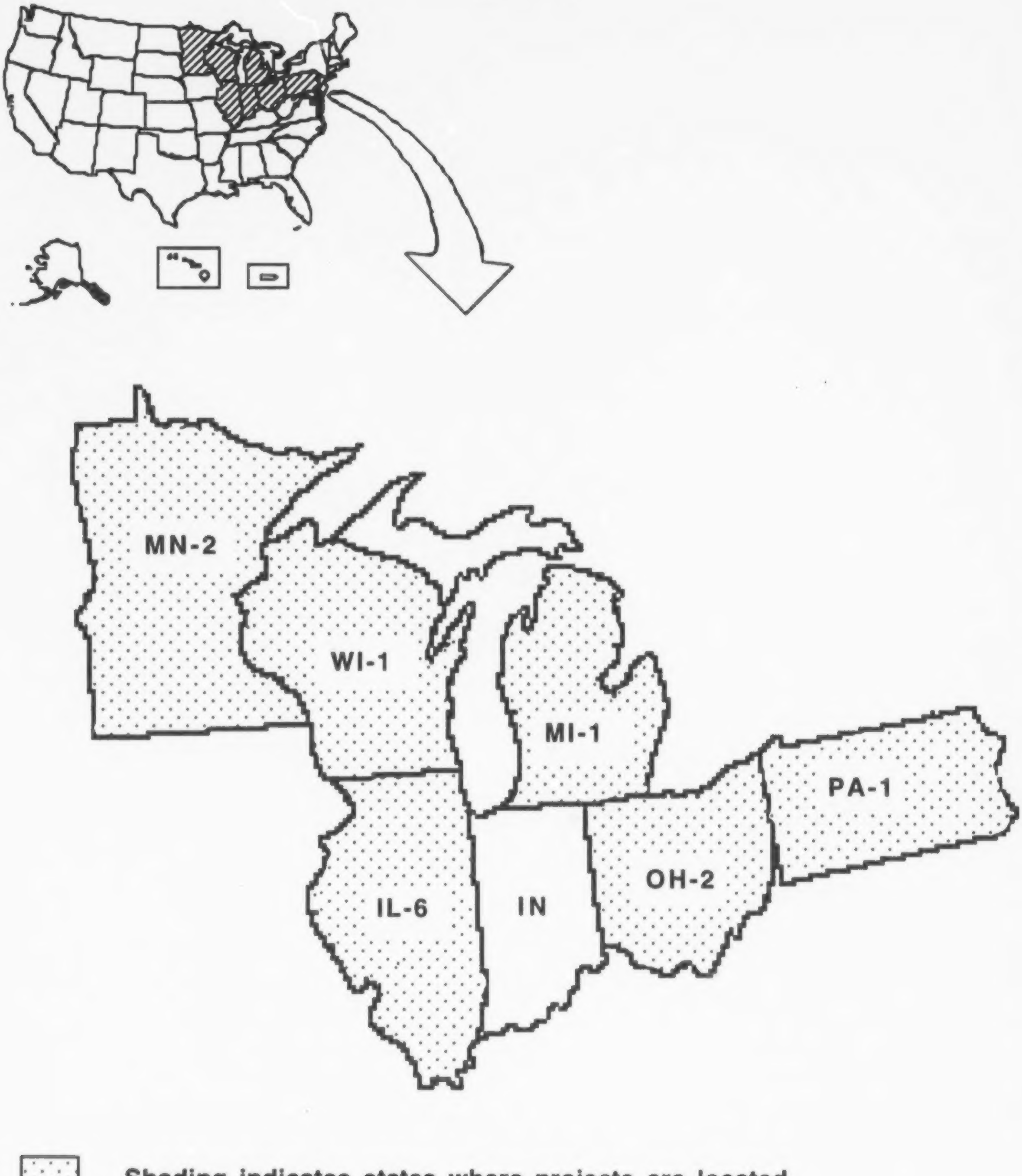
REGIONAL PROFILE

Region IV, the Great Lakes Area region, is composed of seven states: Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin. Region IV contains 13 current projects distributed as follows: Illinois (n=6), Michigan (n=1), Minnesota (n=2), Ohio (n=2), Pennsylvania (n=1), and Wisconsin (n=1). Competitions represented are Postsecondary Demonstration Projects (84.078C), Youth with Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), Research Projects on the Transition of Special Populations (84.158P), and Multi-District Outreach Projects (84.158Q). The first map in this section plots the number of active projects in each state in Region IV. The second map identifies each project by competition and by Transition Institute number.

A set of summary tables, tabulating by project individuals with disabilities served and provision of related developmental training, follows the active project profiles for this region. This information is taken directly from survey forms received from each project. For the only project who did not return a survey form this year (Transition Institute No. 378), no information was available on this new project.

Geographic Distribution of Model Demonstration Projects in Region IV: Great Lakes Area as of May 1995

(N = 13)

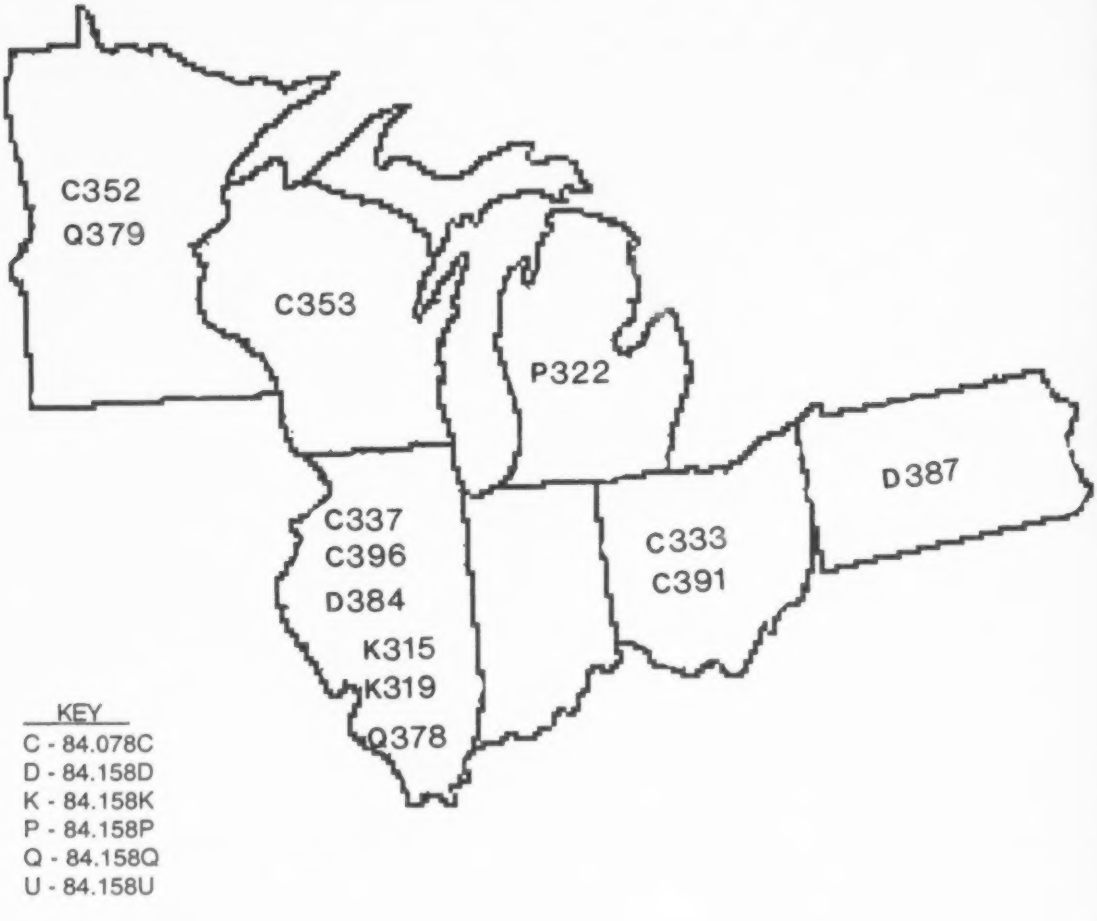

MN-2
WI-1
MI-1
IL-6
IN
OH-2
PA-1

░ Shading indicates states where projects are located.

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region IV: Great Lakes Area -- By Competition and Transition Institute Number as of May 1995

(N = 13)


C352
Q379
C353
P322
D387
C337
C396
D384
K315
K319
Q378
C333
C391
KEY
C - 84.078C
D - 84.158D
K - 84.158K
P - 84.158P
Q - 84.158Q
U - 84.158U

CAREER ORIENTATION AND OPTIONS PROGRAM

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Project Coordinator:
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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20018

Transition Institute #: 337

Start Date: 10/1/92 End Date: 9/30/95

Region: 4

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

Project Purpose:

The purpose of the program is to assist students with disabilities to enter meaningful employment consistent with their abilities and goals.

The program will also foster community awareness about the capabilities of the special needs population in the work place.

Expected Outcomes:

1. Successful occupational or educational placement for students with disabilities
2. Cooperative agreements with area employers for pre-employment as well as permanent employment for the students
3. A handbook of vocational learning modules to be disseminated at local and state levels.

Approach Used to Reach Expected Outcome

Students participate in:

1. A series of out-come based modules, each related to vocational topics in the areas of career exploration and job search skills training.
2. Pre-employment experiences (e.g., job shadowing, internships).
3. Numerous ancillary programs related to career preparation (e.g., panel discussions, career workshops, college transfer seminar).

In addition, a Citizens' Advisory Council has been established to act as a liaison between project and business.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 29 Female : 17

Ethnicity of Target Population:

Asian, Black/African-American, White, Other.

PREPARING MINORITY STUDENTS WITH DISABILITIES FOR SUCCESSFUL COLLEGE EXPERIENCES

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C40041

Transition Institute #: 396

Start Date: 11/1/94 End Date: 10/31/97

Region: 4

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The purpose of this project is to develop, implement, evaluate and disseminate a model program for providing (a) an inservice training to secondary school teachers and counselors about postsecondary opportunities available to students with disabilities, who are also members of minority groups; and (b) an academic enrichment program to prepare students for successful postsecondary outcomes.

Expected Outcomes:

The purpose of the project is to inform students, parents, teachers and counselors of special education about the transition to college process for students. The expected outcomes from this project will be increased academic enrichment which will in turn impact on the employment, quality of life, and social integration for college students with disabilities.

Approach to Reach Expected Outcome:

Upper division secondary students with disabilities will be recruited to participate in the program. A variety of enrichment activities will be provided, e.g., basic skill development and life planning options. In-school tutorial assistance to participants will be provided on a daily basis. The participants will also get the opportunity to visit local colleges and universities once a month.

Inservice training to secondary school special education teachers and counselors about postsecondary opportunities will be provided. With increased training, secondary teachers and counselors will be able to discuss college and university issues with parents. Assistance will also be provided to assist the secondary staff with preparing a plan to inform parents of the transition to college process.

EXPECTED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 25.

CAREERS ON-LINE

Project Director:
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Project Coordinator:
John Weir

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30029

Transition Institute #: 352

Start Date: 10/1/93 End Date: 9/30/96

Region: 4

Geographic Service Delivery Area:
State of Minnesota (direct service)
National (indirect service)

Project Purpose:

The purpose of Careers On-Line is to increase career opportunities for people with disabilities through electronic communication and adaptive technology.

Expected Outcomes:

As the use of electronic communications to assist in the job search for students with disabilities is so new, no standards for outcome measures have yet been developed. Therefore, this project will use the first two years to determine appropriate standards and then measure itself against those standards in year three. Standards to gauge the effectiveness of the electronic network will be determined for the following measures:

1. Percent of those actively seeking an internship who obtain leads via the network.
2. Percent of those seeking part-time employment who obtain leads.
3. Percent of those seeking full-time employment who obtain leads.
4. Percent of those seeking an informal mentor who obtain contacts.
5. Percent of those seeking a contact for information interviewing or job shadowing who obtain contacts.
6. Percent of those seeking qualified applicants who receive responses from applicants.
7. Percent of those seeking job accommodation information who receive helpful information.
8. Percent of those seeking information about assistive technology who receive useful information.
9. We also expect to see an increase in knowledge, skills, and use of electronic communication by students with disabilities, making them more competitive in the work place.

Approach Used to Reach Expected Outcome

1. The following databases will be available for public access on a Gopher server on the Internet:
    a) Full-time/part-time/internship job postings
    b) Adaptive technology products
    c) Job accommodations
    d) Resume information service
    e) Information on other career resources at the University of Minnesota and on the Internet
2. Training and telephone/on-line support are provided for students, career service providers and employers on adaptive technology and use of the on-line services.
3. Dissemination of project activities and findings via newsletter (print and electronic), journal articles, annotated bibliography, and conference presentations.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 4 Female: 11

Ethnicity of Target Population:

Asian, White

(Note: Most students access the service electronically. We do not have demographic information on those students. The information reported here and in the summary tables on disability and development training presented at the end of this section, therefore, represent only the 15 in-person students, not the 3,000 host (computer) connections per quarter).

Barriers to Project Implementation:

1. Many students, employers, and career service providers do not have the awareness, skills, or access to use the Internet.

2. We are unable to identify the entire population using Careers On-Line because we can only monitor the location of the computer terminal, not the person using it. Gopher does not allow us to require information from users although we can request it.

3. Few students have chosen to use the resume service. This may be due to a lack of follow-through or students may be hesitant to associate their name with a disability service in such a public forum.

CAREER ENHANCEMENT FOR STUDENTS WITH DISABILITIES IN POSTSECONDARY EDUCATION PROGRAMS

Project Directors:
Dr. Robert Flexer
Dr. Thomas Simmons

Project Coordinators:
Babette Cameron
Robert Baer

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20029

Transition Institute #: 333

Start Date: 10/1/92 End Date: 9/30/95

Region: 4

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

Project Purpose:

The purpose of this project is to develop and to test a model for enhancing institutional capacity for career services to students with disabilities at Kent State University.

Expected Outcomes:

1. Increased levels of employment for graduates from Kent State University who have disabilities.
2. Increased work experience and internship placements resulting in employment in areas closely related to student declared majors at Kent State University.
3. Increased awareness and accommodations regarding services and education of students with disabilities by faculty and staff at Kent State University.

Approach Used to Reach Expected Outcome

1. Coordination of services between the Office for Students with Disabilities and the Career Planning and Placement Office at Kent State University.
2. Cooperation and consolidation of efforts between student self-advocacy organizations at Kent State University.
3. Development of database system to access information on current students with disabilities at Kent State University and collect follow-up information regarding employment and quality of life states of graduates from Kent State University.
4. Development of in-service presentations for faculty and staff at Kent State University to educate and sensitize to issues critical to students with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 40 Female : 44

Ethnicity of Target Population:

Asian, Black/African-American, White, Multi-ethnic, Other

Barriers to Project Implementation

Dr. Doreen Shell, project coordinator, left the project and Dr. Robert Baer joined. This transition results in rescheduling of activities Dr. Shell had initiated. The employee/student "mock interview" day will be scheduled with next year's "Minority Career Fair" in fall semester.

STRATEGIES AND PRACTICES FOR OUTREACH TO MINORITY STUDENTS WITH DISABILITIES (AHEAD)

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Jane Jarrow

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Fax #: 614-488-1174

E-Mail: SWEVANS@magnus

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C40015

Transition Institute #: 391

Start Date: 10/1/94 End Date: 9/30/97

Region: 4

Geographic Service Delivery Area:
National

Project Purpose:

The proposal seeks to explore the issues of postsecondary outreach to students with disabilities, especially those from racial and ethnic minorities. Recognizing that qualified students with disabilities are underrepresented among the students enrolled in higher education today, and that minority students with disabilities are even less likely to be encouraged to pursue postsecondary options, this grant seeks to identify mechanisms for reaching out to (minority) students with disabilities in grades 7-10. Instead of developing yet another model and trying to generalize its utility across geographic, cultural, and disability, boundaries, this project seeks to review existing programs, test worthwhile ideas or strategies as appropriate, and then disseminate widely the insights gained to service providers who are in daily contact with the population of talented young people we hope to attract to postsecondary education.

Expected Outcome:

1. To have developed schema for evaluation of outreach programming.
2. Reviewed information collected and developed list of successful strategies being used.
3. Disseminate findings back to participants.
4. Encourage and increase participation of racially different and disabled students in talent search.

Approach Used to Reach Expected Outcomes:

1. Tool developed—questionnaire.
2. Phone Interviews.
3. Compilation of data into useable form.

ESTIMATED CONSUMERS FOR CURRENT YEAR
(New Project)

Not a direct service project.

UW-STOUT CAREER SERVICES ENHANCEMENT PROJECT

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Project Coordinator:
Kathleen J. Hirsch

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E-Mail: SwanD@UWStout.edu
HirschK@UWStout.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30037

Transition Institute #: 353

Start Date: 10/1/93 End Date: 9/30/96

Region: 4

Geographic Service Delivery Area:
Region with the State of Wisconsin

Project Purpose:

The purpose is to strengthen the employment preparation and career placement services available to students with disabilities enrolled in four year post-secondary university and technical college campuses located through west central Wisconsin.

Expected Outcomes:

To establish and implement a collaborative career services enhancement model on the campus of UW-Stout during the first year and replicate the model in three additional locations over the course of the final two years.

First year partners are: Projects with Industry, Placement and Co-op Services Office and Student Support Services (specifically services for students with disabilities).

Approach Used to Reach Expected Outcome

1. Establishment of a steering committee.
2. Development of memorandums of understanding outlining individual rights and responsibilities of each partner in the model.
3. Development of curriculum for inservice training activities.
4. Inservice training to Placement and Co-op Services department staff.
5. Increased preservice work experience opportunities for students with disabilities.
6. Technical assistance for students with disabilities, faculty/staff, counselors and others relating to accessibility, accommodation and other disability-related issues.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable to grant. Have not collected this type of data as it was not needed.

Barriers to Project Implementation:

1. Change of personnel within the two other university departments. Upgrading the new personnel and then having them get started. Getting familiar with campus.
2. Inservicing faculty and staff. We have four schools and trying to find a time to require staff and faculty has been difficult.

A COMPREHENSIVE MODEL TO IDENTIFY, TRAIN, AND PLACE HISPANIC YOUTHS WITH DISABILITIES WHO HAVE DROPPED OUT OF SCHOOL

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Fabricio E. Balcazar, Ph.D.

Project Coordinator:
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Fax #: 312-413-1326

E-Mail: U42123@ UICVM.BITNET

Competition #: 84.158D
(Youth With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D40025

Transition Institute #: 384

Start Date: 7/1/94 End Date: 6/30/97

Region: 4

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The purpose of this project is to develop, implement and evaluate a comprehensive model to identify, recruit, train, and place Hispanic youths with disabilities aged 16 to 25 who have dropped out of school. The proposed model uses a case management approach to address personal and family needs through the effective utilization of local social service agencies. The model also includes a training component aimed at developing functional skills related to occupational success. The model will seek school and/or job placements for participating students with an emphasis on helping participants develop natural supports and personal skills that will allow them to become independent.

Expected Outcomes:

To help members of the Hispanic community in Chicago who have dropped out of school return to work or school.

Approach Used to Reach Expected Outcome:

The project design has four phases:

First, we will review the literature and interview experts and 20 youngsters regarding relevant skills and contextual features that might facilitate the attainment of independent living (IL) goals for these youths. We will also inquire about contextual features that might be hindering the attainment of such IL goals.

Second, we will use the information collected in phase one to adapt and develop a functional skills training program.

Third, we will conduct a formative evaluation of the model with a group of 20 Hispanic youths who have dropped out of the Chicago School District. Steps of the model include: (a) case management; (b) identification and recruitment of participants; (c) development of transition planning teams for each participant in order to determine and clarify independent living and transition goals, set priorities, identify resources, and available or needed supports; (d) functional skills training program; (e) career counseling; (f) job shadowing; (g) job placements will be arranged with the active involvement of the participant and with the assistance of the case managers. Participants will receive job coaching support on a short-term basis as needed; (h) participants will be encouraged to re-enter high school or to obtain their GED at an alternative educational site; and (i) case managers will provide follow-up support and monitor progress.

Fourth, we will conduct a summative evaluation of the model with a sample of 40 Hispanic youth with disabilities who have dropped out of school, following the steps just listed.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 20.

PROJECT OPPORTUNITY

Project Director:
Adrienne A. Mueller

Project Coordinator:
Barbara Lehman

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Telephone #: 412-471-2600

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Competition #: 84.158D
(Youth With Disabilities Who Have Dropped Of School Project)

Federal Grant #: H158D40010

Transition Institute #: 387

Start Date: 10/1/94 End Date: 9/30/97

Region: 4

Geographic Service Delivery Area:
County

Project Purpose:

To provide a training program for youth who have dropped out, or are at high risk of dropping out of school to assist them in formulating realistic vocational and career goals so they can survive and compete in the workplace.

Expected Outcomes:

Project Opportunity will provide a smoother transition for youth with disabilities as they move from school to the work environment by improving their capability to make appropriate vocational choices; and their functional literacy skills so they can compete in the labor market. The project will also teach and reinforce positive work behaviors and socialization skills.

Approach Used to Reach Expected Outcome:

1. Structured activities are provided to help youth with disabilities assess their individual career needs, aptitudes and interests.
2. Functional literacy training provides the youth with the basic academic skills needed in their chosen work environment. Literacy and job skills training are done in a work setting related to the youths' career interest.
3. At the conclusion of the training project the youth are referred to another project for permanent job placement.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 35.

MAINROADS TO SELF-DETERMINATION

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Project Coordinator:
Kathryn Moery

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Telephone #: 312-939-3513

Fax #: 312-939-7297

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20049

Transition Institute #: 315

Start Date: 1/1/93 End Date: 12/31/95

Region: 4

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

Sixty-four youth with and without disabilities will be partnered to develop skills for self determination: assertiveness, networking, advocacy, decision-making, and socialization.

Expected Outcomes:

Students will make independent decisions for education, employment, housing, public transportation, services/entitlements, and legislative policy making.

Approach Used to Reach Expected Outcome

1. Preparation/support groups
2. Community explorations (day and overnight)
3. Individualized follow-up activities
4. Workshop trainings to develop participants' mentoring skills
5. Public presentations to high school groups

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 25 Female: 32

Ethnicity of Target Population:

Black/African-American, Hispanic, White.

Barriers to Project Implementation:

1. Recruitment of eligible project participants.
2. Retention of participants recruited.
3. Staff turnover.

DEVELOPING SELF-DETERMINATION IN YOUTH

Project Director:
Sidney R. Miller, Ph.D.
Pamela F. Miller, Ph.D.

Project Coordinator:
Julie A. Armentrout, M.A.

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20022

Transition Institute #: 319

Start Date: 12/1/93 End Date: 11/30/96

Region: 4

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

Project Purpose:

This project will demonstrate a model program that uses instruction in ethics, decision-making, and self management skills to promote self-determination among secondary youth with emotional/behavioral disabilities.

Expected Outcomes:

A trainer of trainers program within area schools in which youth with disabilities teach other such youth how to exercise self-determination through ethical reasoning, and self management skills.

Approach Used to Reach Expected Outcome

1. Training curriculum development based on input from adults with disabilities.
2. Training of college students with disabilities to serve as "peer mentors" to youth with EBD.
3. College Students with disabilities work with secondary youth with EBD in public schools to teach skills necessary for self determination.
4. Youth in public schools learn to teach other youth with disabilities to exercise self-determination skills.

PROJECT CONSUMERS FOR CURRENT YEAR

Information not available.

Barriers to Project Implementation

Students with behavior disorders often have placement fluctuations.

PEER SUPPORT FOR STUDENT-CENTERED TRANSITION PLANNING

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Michael Daeschlein

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Competition #: 84.158P
(Research Projects on the Transition
of Special Populations)

Federal Grant #: H158P20007

Transition Institute #: 322

Start Date: 10/1/92 End Date: 9/30/95

Region: 4

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The purpose of the project is to develop and evaluate a model for transition planning that is based upon student self-determination, peer support, facilitative relationships with professionals and on-going support for community participation. A key feature of the model is the student's participation in a peer support group conducted by the Center for Independent Living.

Expected Outcomes:

The students will gain the skills and support necessary for demonstrating effective, responsible leadership in their individual transition planning. Their planning partners — family members, educators, adult service providers and others — will gain the information necessary for supporting the student's role in transition planning. The model will be supported by a peer support group curriculum and resources for planning partners.

Approach Used to Reach Expected Outcome

The project will include a needs assessment to determine the skills and resources needed by students and their planning partners. Peer support groups will be conducted through the project. The groups' activities include discussions, skill building activities, and community activities relevant to transition.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 13 Female: 5

Ethnicity of Target Population:

Black/African-American, Hispanic.

Barriers to Project Implementation

1. Very large systems (e.g., Detroit Public Schools) offer many opportunities for delays that can effect the pace of a project. For example, most of the students involved in the project missed the first month of school due to failures within the transportation system.
2. The school has a long and consistent history of minimal parent involvement. Thus far, we have had little success in involving parents.
3. Adding the activities of the peer support group to the student's schedules is difficult because many students have little flexibility in schedules filled with graduation requirements.
4. Most students have very limited experience with planning, decision making and expressing choices. Building the skills and confidence needed to impact well-established planning activities will be a lengthy process for many.

TRANSITION PLANNING FOR ADOLESCENTS WITH SERIOUS EMOTIONAL DISTURBANCE: AN OUTREACH PROGRAM/ CENTER FOR EDUCATIONAL AND SOCIAL SERVICES

Project Director:
William Bursuck

Contact Person:
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Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q-----

Transition Institute #: 378

Start Date: 10/1/94 End Date: 19/30/97

Region: 4

Geographic Service Delivery Area:
County

Project Purpose:

Students with SED demonstrate specific and persistent problems in the areas of academic, social, vocational, and personal adjustment. Successful community-based transition programs for students with SED are those that emphasize collaboration, case management, family involvement, individualized care, self-determination, and school-based transition planning. We propose to assist other communities implement a "best practices" approach to transition.

Expected Outcomes:

In the outreach transition program we intend to extend the model. In Year 1, we will replicate this model transition program throughout DuPage County, Illinois. In Year 2 and 3, we will extend the model through Illinois. Dependent measures will include a mix of quantitative and qualitative instruments that will assess student, parent, and staff outcomes.

Approach Used to Reach Expected Outcomes:

The salient features of the model are as follows. First, community leaders agree on principles of care and a target population, and write a memorandum of agreement. Second, interagency transition teams collaborate in writing and programming transition plans for students with SED. Third, case management occurs whereby case managers expedite the development of a comprehensive transition plan, broker services necessary to meet transition goals and monitor transition outcomes. Fourth, family members are empowered to contribute to transition plans, to obtain access for needed resources, and to advocate for their child. Fifth, individualized care provides for strength-based assessment, for comprehensive life domain planning, and for services to be unconditional and culturally competent. Sixth, students are prepared to evidence self-determination skills (e.g., self-awareness, personal planning, self-advocacy, problem-solving, self management). Seventh, school-based transition programming is provided in basic skills, functional skills, learning strategies, tutorial access and vocational instruction.

SCHOOL-TO-WORK OUTREACH PROJECT

PROJECT DIRECTORS:
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Teri Wallace, Associate Director

Project Coordinator:
Julie K. Lindholm

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Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q40026

Transition Institute #: 379

Start Date: 10/1/94 End Date: 9/30/97

Region: 4

Geographic Service Delivery Area:
National

Project Purpose:

The purpose of the School-to-Work Outreach Project is to assist and support the adoption of proven models, components of models, and other exemplary practices designed to: (1) improve the capacity of special education programs to fully implement the transition service requirements of Part B of the Individuals with Disabilities Education Act (IDEA) of 1990; (2) promote the inclusion and participation of youth with disabilities in the school-based and work-based learning programs of the School-to-Work Opportunities Act of 1994; and (3) address National Education Goals 3 and 8 by assisting students with disabilities in developing competititve workplace skills through improved services and better-trained service providers. These broad purposes are specifically intended to improve the overall delivery of school-to-work transition programs and services for youth with disabilities and families nationwide.

Expected Outcomes:

The specific outcomes of the School-to-Work Outreach Project are:

1. To form collaborative working relationships with parent and consumer organizations, the national network of transition State Systems Change Projects, State School-to-Work Opportunities Planning Teams, Regional Resource Centers (RCCs), and other national and state-level groups and organizations committed to the improvement of transition programs and services.
2. To establish a National Advisory Panel that provides input and direction on the project's strategies for identifying, validating, documenting and disseminating information on proven models and exemplary practices to improve secondary education and transition services for youth with disabilities and their families;

3. To create a national outreach model that actively promotes the participation of individuals and organizations currently engaged in the delivery of effective and exemplary transition programs and services for youth with disabilities;
4. To establish a comprehensive identification, review, and selection process to ensure that the models, components of models and exemplary practices are consistent with part B of the IDEA, are likely to promote the participation of youth with disabilities in programs of the School-to-Work Opportunities Act of 1994, are state-of-the art, and adequately meet standards and criteria supporting their effectiveness;
5. To produce and disseminate written descriptions of the proven models, components of models, and exemplary practices, including expected costs, needed personnel, staff training, equipment, others, to facilitate their adoption/replication in other program settings and locales, nationally;
6. To establish outreach and technical assistance capabilities that assist state and local programs in the adoption/replication of proven models and exemplary practices to improve transition programs and services for youth with disabilities and families;
7. To evaluate the outreach activities to determine their effectiveness and impact on improving transition programs and services in relation to Part B of the IDEA and state and local initiatives undertaken in relation to the School-to-Work Opportunities Act of 1994.

Approach Used to Reach Expected Outcomes:

The approach involves several broad, yet interrelated strategies. The description of tasks and activities does not necessarily reflect a strict sequential process. For example, public awareness and marketing activities naturally occur simultaneously with other start-up and ongoing project tasks.

Task 1.0. The first task is to form the National Advisory Panel.

Task 2.0. Task two is developing the Outreach Model and procedures.

Task 3.0. The third task includes public awareness, marketing and dissemination. These activities are ongoing.

Task 4.0. Task number four is outreach and technical assistance facilitation to the staffs of both the exemplary site and the replication site.

Task 5.0. The fifth, and final task is effectiveness evaluation which includes designing procedures for collecting and documenting data and using this information to evaluate the impact and effectiveness of project procedures.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project))

Not a direct service project.

Individuals with Disabilities Served by New and Ongoing Projects (N = 13) By Competition - Region 4

	84.078C						84.158D	
Disability Categories	337	396	352	333	391	353	384	387
Autism	-	-	-	-			-	-
Serious Emotional Disturbance	9	-	2	7			*	*
Visual Impairment Including Blindness	3	*	4	7	NOT DIRECT SERVICE	NOT APPLICABLE	-	-
Deafness	1	*	-	1			-	-
Deaf-Blindness	-	-	-	-			-	-
Developmentally Delayed	-	-	-	-			*	*
Dropout	-	-	-	-			*	*
Economically Disadvantaged	-	-	-	-			*	*
Hearing Impairment (NOT including deafness)	4	*	-	5			-	-
Mental Retardation	-	-	-	1			-	*
Multiple Disabilities	1	-	-	1			-	-
Orthopedic Impairment (includes all physical disabilities)				4				
Cerebral Palsy	2	*	-	10			-	-
Spina Bifida	-	-	-	2			-	-
Spinal Cord Injury	1	*	-	10			*	-
Other Physical Disability	1	*	1	-			-	-
Other Health Impairment				1				
AIDS or AIDS Complex	-	-	-	-			-	-
Cancer	1	-	-	-			-	-
Epilepsy	3	*	-	1			-	-
Inner Cranial Hemorrhage	-	-	-	2			-	-
Low Birth Weight	-	-	-	-			-	-
Medically Fragile	-	-	-	-			-	-
Substance Abuse Withdrawal	-	-	-	-			-	-
Technology Dependent	-	-	-	-			-	-
Traumatic Head Injury (including TBI)	2	*	4	6			-	-
Other	-	-	-	-			-	-
Specific Learning Disability	121	*	4	21			*	-
Speech or Language Impairment								
Articulation Disorder	-	-	-	-			-	-
Cleft Palate	-	-	-	-			-	-
Language Disorder	-	-	-	-			-	-
Not Specified	-	-	-	5			-	-
Project Category (A=Ongoing; B=New)	A	B	A	A	B	A	B	B

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Individuals with Disabilities Served by New and Ongoing Projects (N = 13) By Competition - Region 4 (continued)

	84.158K		84.158P	84.158Q	
Disability Categories	315	319	322	378	379
Autism	-	-	-		
Serious Emotional Disturbance	3	42	-		
Visual Impairment Including Blindness	3	-	-	NOT AVAILABLE	NOT DIRECT SERVICE
Deafness	-	-	-		
Deaf-Blindness	-	-	-		
Developmentally Delayed	-	-	-		
Dropout	-	-	-		
Economically Disadvantaged	-	-	28		
Hearing Impairment (NOT including deafness)	4	-	1		
Mental Retardation	8	-	-		
Multiple Disabilities	-	-	2		
Orthopedic Impairment (includes all physical disabilities)			4		
Cerebral Palsy	1	-	5		
Spina Bifida	1	-	2		
Spinal Cord Injury	-	-	4		
Other Physical Disability	1	-	4		
Other Health Impairment					
AIDS or AIDS Complex	-	-	-		
Cancer	-	-	-		
Epilepsy	-	-	3		
Inner Cranial Hemorrhage	-	-	-		
Low Birth Weight	-	-	-		
Medically Fragile	1	-	-		
Substance Abuse Withdrawal	-	-	-		
Technology Dependent	-	-	-		
Traumatic Head Injury (including TBI)	-	-	3		
Other	22[1]	-	-		
Specific Learning Disability	15	-	-		
Speech or Language Impairment					
Articulation Disorder	-	-	-		
Cleft Palate	-	-	-		
Language Disorder	1	-	-		
Not Specified	-	-	-		
Project Category (A=Ongoing; B=New)	A	A	A	A	B

[1] Other: NO disabilities

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 13) By Competition - Region 4

	84.078C					
	337	396	352	333	391	353
Child/Individual with Special Needs	-	-	-	-		
Parents	200	*	-	20		
Family Members other than parents	-	-	-	-	NOT APPLICABLE	NOT APPLICABLE
Friends	-	-	-	-		
Personnel						
Adult Service Providers	-	-	-	20		
Caregivers	-	-	-	-		
Case Managers	-	-	-	15		
Education Personnel	35	-	309	100		
Employers	80	-	99	50		
Head Start Personnel	-	-	-	-		
Health Professionals	-	-	-	-		
Home Visitors	-	-	-	-		
Job Coaches	-	-	-	-		
Medical Personnel	-	-	-	-		
Paraprofessionals	-	-	-	150		
Peer/Co-workers	80	-	-	230		
Recreation Personnel	-	-	27	-		
Rehabilitation Personnel	-	-	-	-		
Related Services Personnel	-	-	-	-		
Special Education Personnel	35	*	-	-		
Vocational Educators	-	-	-	-		
Service Delivery System						
Community Health	-	-	-	-		
Community Mental Health	2	-	-	-		
Community Recreation	-	-	-	-		
Community Social Services	-	-	-	-		
Interagency Coordinating Council	12	-	-	-		
Local Education	-	*	-	-		
State Development Disabilities	-	-	-	-		
State Education	-	*	-	-		
State Health	-	-	-	-		
State Human	-	-	-	-		
State Mental Health	-	-	-	-		
State Rehabilitation	-	-	-	5		
Other Service Delivery System	-	-	-	-		
Project Category (A=Ongoing; B=New)	A	B	A	A	B	A

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 13) By Competition - Region 4 (continued)

	84.158D		84.158K		84.158P	84.158Q	
	384	387	315	319	322	378	379
Child/Individual with Special Needs	*	*	118	-	-		-
Parents	-	-	177	-	-		-
Family Members other than parents	-	-	4	-	-	NOT AVAILABLE	-
Friends	-	-	4	-	-		-
Personnel							
Adult Service Providers	-	-	9	-	-		*
Caregivers	-	-	1	-	-		*
Case Managers	-	-	2	-	-		*
Education Personnel	-	-	76	-	-		*
Employers	-	-	-	-	-		*
Head Start Personnel	-	-	-	-	-		*
Health Professionals	-	-	-	-	-		*
Home Visitors	-	-	-	-	-		*
Job Coaches	-	-	-	-	-		*
Medical Personnel	-	-	-	-	-		*
Paraprofessionals	-	-	-	-	-		*
Peer/Co-workers	-	-	-	25	2		*
Recreation Personnel	-	-	-	-	-		*
Rehabilitation Personnel	-	-	-	-	-		*
Related Services Personnel	-	-	-	-	-		*
Special Education Personnel	-	-	-	-	-		*
Vocational Educators	-	-	-	-	-		*
Service Delivery System							
Community Health	-	-	-	-	-		*
Community Mental Health	-	-	-	-	-		*
Community Recreation	-	-	-	-	-		*
Community Social Services	-	-	-	-	-		*
Interagency Coordinating Council	-	-	-	-	-		*
Local Education	-	-	-	-	-		*
State Development Disabilities	-	-	-	-	-		*
State Education	-	-	-	-	-		*
State Health	-	-	-	-	-		*
State Human	-	-	-	-	-		*
State Mental Health	-	-	-	-	-		*
State Rehabilitation	-	-	-	-	-		*
Other Service Delivery System	-	-	-	-	-		*
Project Category (A=Ongoing; B=New)	B	B	A	A	A	B	B

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

EXPIRED PROJECT PROFILES IN REGION IV

Nine projects expired during 1994 in Region IV, the Great Lakes Area region. Seven of these projects returned expired project surveys.

The expired project profiles for the seven projects returning surveys contain information on one or more of the following: current focus of project continuation activities, project components being continued, and project products generated. For the remaining two projects, the information provided is last known point of contact.

POSTSECONDARY EDUCATION PROGRAMS FOR PERSONS WITH DISABILITIES: A PLAN FOR AN URBAN COMMUTER INSTITUTION

Contact Person:
Victoria Amey-Flippin

Mailing Address:
Northeastern Illinois University
H.E.L.P. Office - B110
Chicago, IL 60625

Telephone #: 312-583-4050

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 294

Project End Date: 10/31/94

Region: 4

PROJECT PATH

Contact Person:
Jan Clover

Mailing Address:
College of DuPage, SRC 2044
22nd Street & Lambert Road
Glenn Ellyn, IL 60137

Telephone #: 708-858-2800, Ext. 2657

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 307

Project End Date: 2/28/95

Region: 4

Current Focus of Project Continuation Activities:

1. Institutionalization of services within existing college structure.
2. Dissemination of Prelication Manual and other project products.
3. Application of model to other special populations.

Project Components Being Continued:

1. Program Component: Assessment, referral, counseling, agency coordination.
   Administering Agency: Counseling
   Agency Contact Person: Ms. Jocelyn Harney, Open Campus Counseling, College of DuPage, Glen Ellyn, IL 60137. 708-858-2800, Ext. 3325.
2. Program Component: Placement, dissemination, pre-employment preparation.
   Administering Agency: Cooperative Education & Career Services
   Agency Contact Person: Ms. Jan Clover, Co-op & Career Services, College of DuPage, Glen Ellyn, IL 60137. 708-858-2800, Ext. 2657.

Project Products:

Replication Manual
Guide to Preparing Students with Disabilities for Competitive Employment

Other
Employer Resource Manual

CAREER CONNECTIONS

Contact Person:
Betty Aune

Mailing Address:
University of Minnesota
Disability Servcies, 12 Johnston Hall
101 Pleasant St. S.E.
Minneapolis, MN 55455

Telephone #: 612-624-6884

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 291

Project End Date: 8/15/94

Region: 4

Current Focus of Project Continuation Activities:

1. Complete follow-up technical assistance for community employers who received training from the project.
2. Complete interagency agreements with Student Employment, College of Liberal Arts Career Development Office, State Services for the Blind; Project with Industry.
3. Establish procedures for follow-up tracking system that is feasible for continued use to follow students after they leave the university.
4. Complete dissemination of project materials and findings, including journal articles, conference presentations, and train the trainer workshop.

Project Components Being Continued:

1. Program Component: Career services to university students with disabilities and liaisons with campus units and Division of Rehabilitation Services.
   Administering Agency: Disability Services, University of Minnesota.
   Agency Contact Person: Donna Johnson, Career Services Coordinator, Disability Services, 12 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, MN 55455. 612-626-8035.
2. Program Component: Training and technical assistance for faculty and staff and community employers.
   Administering Agency: Disability Services, University of Minnesota.
   Agency Contact Person: Susan Aase, Assistant Director, Disability Services, 12 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, MN 55455. 612-624-9566.
3. Program Component: Follow up tracking of students after they leave the university.
   Administering Agency: Betty Aune, Assistant Director, Disability Services, 12 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, MN 55455. 612-624-6884.

Program Products:

Brochure
Career Connections brochure for professionals
Career Cconnections brochure for students

Newsletter
Career Connections newsletter

Training Manual
Putting Ability to Work: Disability Career Development, and Employment
The Mentoring Experience

Journal Articles/Monographs
Annotated Bibliography 1992
Annotated Bibliography 1993
Annotated Bibliography 1994

Other
Career Connections Student Programs packet

TECHNICAL COLLEGE CONSORTIUM: PROJECT FOR ENHANCING THE CAREER DEVELOPMENT OF STUDENTS WITH DISABILITIES

Contact Person:
Earl Brunberg

Mailing Address:
Northwest Metro Technical College
3300 Century Avenue N.
White Bear Lake, MN 55110

Telephone #: 612-729-3345

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 295

Project End Date: 9/30/94

Region: 4

Current Focus of Project Continuation Activities:

Utilization of data tracking software distributed to sites during the project's funding year and as requested from the Regional Resource Centers (copies forwarded to them in January 1995).

Project Components Being Continued:

1. Program Component: Student Planning and Information Tracking (SPIT)
   Administering Agency: National Regional Resource Centers:

   Mountain Plains Regional Resource Center
   Utah State University
   1780 North Research Parkway, Suite 112
   Logan, Utah 84321

   Drake University
   2507 University
   Des Moines, Iowa 50311-4505

   South Atlantic Regional Resource Center
   1236 North University Drive
   Plantation, Florida 33322

   Northeast Regional Resource Center
   Trinity College of Vermont
   208 Colchester Avenue
   Burlington, VT 05401

   Mid-South Regional Resource Center
   University of Kentucky
   114 Mineral Industries Building
   Lexington, KY 40506-0051

Great Lakes Area Regional Resource Center
The Ohio State University
The Center for Special Needs Populations
700 Ackerman Road, Suite 440
Columbus, OH 43202

Western Regional Resource Center
College of Education
University of Oregon
Eugene, Oregon 97403

Project Products:

Project Developed Instruments
SPIT (Tracking Software)

Video Tape
VHS tape demo.

Training Manual
User & Maintenance Manuals

EASE - EQUAL ACCESS TO EDUCATION AND EXPERIENCE

Contact Person:
Jane Chilcote

Mailing Address:
Arrowhead Community College
Mesabi Campus
1001 Chestnut Street West
Virginia, MN 55792

Telephone #: 218-749-7791

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 304

Project End Date: 9/30/94

Region: 4

Project Components Being Continued:

1. Program Component: Transition team, intake, eligibility, individual plan, referral, counseling, support/success group, tutoring, facility training, accommodations.
   Administering Agency: Arrowhead Community College (six campuses)
   Agency Contact Person: Jane Chilcote, Mesabi Community College, 1001 Chestnut St. W., Virginia, MN 55292.

2. Program Component: Dissemination of information on services for students with disabilities and/or for employees, community awareness, parents , Minnesota Community College State system.
   Agency Contact Person: Jane Chilcote, Mesabi Community College, 1001 Chestnut St. W., Virginia, MN 55292.

3. Program Component: High school connection/networking.
   Administering Agency: colleges, area high schools, counselors
   Agency Contact Person: Jane Chilcote, Mesabi Community College, 1001 Chestnut St. W., Virginia, MN 55292.

4. Program Component: Interagency collaboration.
   Administering Agency: Colleges, DRS, Mental Health Centers, Social Services, County Extension Agencies, Public Schools, Technical Colleges, JTPA.
   Agency Contact Person: Jane Chilcote, Mesabi Community College, 1001 Chestnut St. W., Virginia, MN 55292.

Project Products:

Brochures
EASE Program Brochures (6 campuses)

Newsletters
Tutor Talk
EASE Extra
Employers Connection
Transition News

Student Handbooks
College Success: A Handbook for Students with Disabilities
The Answer Book: Job Search Strategies for Students with Disabilities

Training Manuals
Tutor Resource Manual - Opening Doors to Learning
Resource Guide - Students with Disabilities (Faculty Training)
Employers Handbook for Workplace Accommodations

Replication Manual
EASE Project Snapshot Manual

POST-SECONDARY ED PROGRAMS - PERSONS WITH DISABILITIES

Contact Person:
Jeffrey A. Vernooy

Mailing Address:
Wright State University
Office of Disability Services
Dayton, OH 45435

Telephone #: 513-873-3157

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 292

Project End Date: 8/31/94

Region: 4

ENHANCING CAREER PLACEMENT SERVICES FOR STUDENTS WITH DISABILITIES IN COMMUNITY COLLEGES

Contact Person:
Judith Ettinger

Mailing Address:
Center on Education and Work
964 Educational Sciences
1025 West Johnson St.
Madison, WI 53706

Telephone #: 608-263-4367

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 298

Project End Date: 9/30/94

Region: 4

Current Focus of Project continuation Activities:

Continued dissemination of publications and continuation of workshops provided there is financial support available from the requester.

Project continuation Being Continued:

1. Program Component: Inservice training.
   Administering Agency: Center on Education and Work
   Agency Contact Person: Judith Ettinger, Center on Education and Work, 964 Educational Sciences, 1025 West Johnson St., Madison, WI 53706. 608-263-4367.
2. Program Component: Dissemination
   Administering Agency: Center on Education and Work
   Agency Contact Person: Judith Ettinger, Center on Education and Work, 964 Educational Sciences, 1025 West Johnson St., Madison, WI 53706. 608-263-4367.

Project Products:

Project Developed Instruments
Career Development for Individuals with Disabilities
  Volume 1: Providing Effective Services
  Volume 2: Training for Delivery of Effective Services
  Volume 3: Annotated Bibliography of Effective Practices

Newsletter
Opening Doors

Other
1994-1995 School-To-Work Resource Catalog

BUILDING CULTURALLY-RELEVANT, COMMUNITY-REFERENCED CURRICULUM IN MICHIGAN: IMPLEMENTING LIFE CENTERED CAREER EDUCATION

Contact Person:
Sharon Field

Mailing Address:
College of Education, Office of the Dean
469 Education Building
Wayne State University
Detroit, MI 48202

Telephone #: 313-577-1638

Competition #: 84.158Q
(Multi-District Outreach Project)

Transition Institute #: 283

Project End Date: 9/30/94

Region: 4

Current Focus of Project Continuation Activities:

1. Data analysis.
2. Preparation of manuals and final reports.
3. Dissemination.

Project Components Being Continued:

1. Program Component: Education (Implementation of the LCCE curriculum)
   Administering Agency: Each of the eight participating school districts.

Project Products:

Brochure
Building Culturally Relevant Community Referenced Curriculum in Michigan

Other
A multicultural Guide for Use with the Life Centered Career Education Curriculum
A Guide to Implementing Community-Based Instruction with Life Centered Career Education.

THE MULTI-DISTRICT OUTREACH PROJECT

Contact Person:
Robert Baer

Mailing Address:
Kent State University, ACHVE Dept.
310 White Hall
Kent, OH 44242-0001

Telephone #: 216-672-2662

Competition #: 84.158Q
(Multi-District Outreach Project)

Transition Institute #: 285

Project End Date: 9/30/94

Region: 4

Current Focus of Project Continuation Activities:

1. Training is being continued through the Ohio Coalition, Ohio's new systems change project, and Ohio Special Ed Regional Resource Centers (SERRCs).
2. Materials are being disseminated through KSU on at-cost basis and by SERRCs and universities (Ohio State in Cincinnati, Toledo) on their own.

Project Components Being Continued:

1. Program Component: Transition training.
   Administering Agency: Kent State University, SERRCs, Ohio Coalition, Universities
   Agency Contact Person: Robert Baer, Tom Simmons, Kent State University, 310 White Hall, Kent OH 44242. 216-672-3833. Margo Izzo, Division of Special Education, 933 High Street, Worthington, OH 43085
2. Program Component: Materials Dissemination
   Administering Agency: SERRCs, Ohio Coalition, Universities
   Agency Contact Person: Robert Baer, Tom Simmons, Kent State University, 310 White Hall, Kent OH 44242. 216-672-3833. Margo Izzo, Division of Special Education, 933 High Street, Worthington, OH 43085
3. Program Component: County Transition Teams
   Administering Agency: County leadership.
   Agency Contact Person: N/A.

Project Products:

Brochure
Transition Outreach Project

Parent Handbook
Effective Transition Planning: A Guide for Parents and Professionals

Project Developed Instruments
Student Transition Survey
Parent Transition Survey

Planning Formats
Planning Worksheets

Training Manual
Employer Collaboration Manual

REGION V PROJECT PROFILES

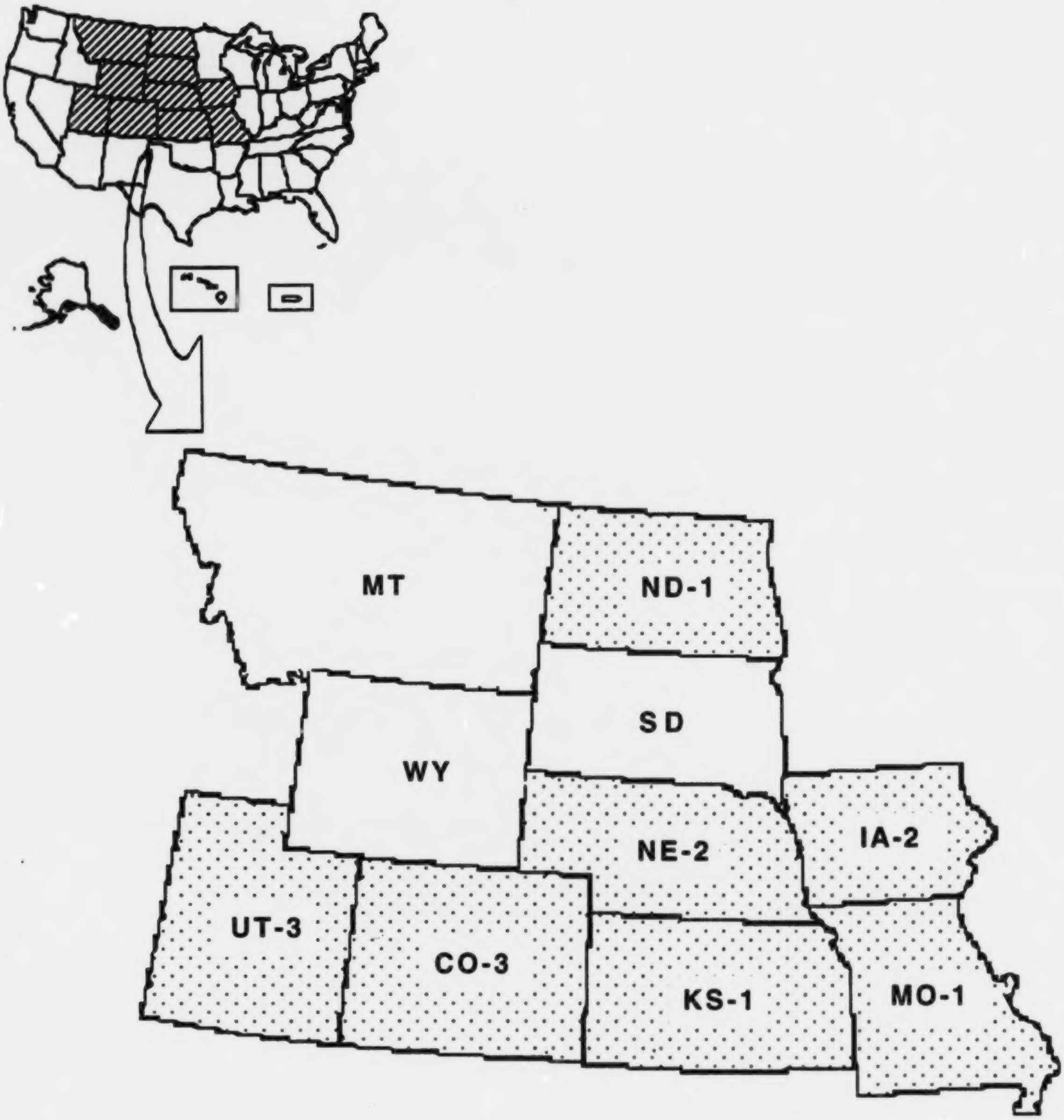
REGIONAL PROFILE

Region V, the Mountain Plains region is composed of ten states: Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming; this region also includes the Bureau of Indian Affairs. The 13 current projects in Region V are located in Colorado (n=3), Iowa (n=2), Kansas (n=1), Missouri (n=1), Nebraska (n=2), North Dakota (n=1), and Utah (n=3). Competitions represented are Postsecondary Demonstration Projects (84.078C), Youths With Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), Research Projects on the Transition of Special Populations (84.158P), Multi-District Outreach Projects (84.158Q), and Student Involvement Projects (84.158U). The first map in this section plots the number of active projects in each state for Region V. The second map identifies each project by competition and by Transition Institute number.

A set of summary tables, tabulating by project individuals with disabilities served and provision of related developmental training, follows the active project profiles for this region. This information is taken directly from survey forms received from each project. For those projects who did not return survey forms this year (Transition Institute Nos. 314, 375), other project data (from last year's survey form) are provided, if available.

Geographic Distribution of Model Demonstration Projects in Region V: Mountain Plains as of May 1995

(N = 13)

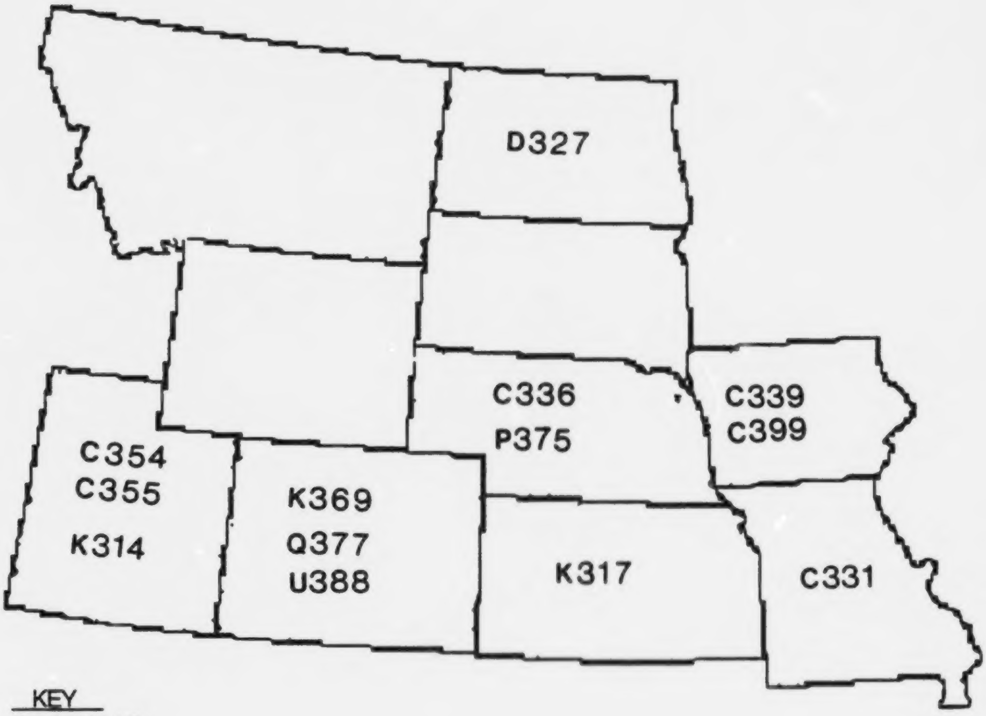

MT
ND-1
SD
WY
NE-2
IA-2
UT-3
CO-3
KS-1
MO-1

░ Shading indicates states where projects are located.

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region V: Mountain Plains -- By Competition Number and Transition Institute Number as of May 1995

(N = 13)


D327
C336
P375
C339
C399
C354
C355
K314
K369
Q377
U388
K317
C331

KEY
C - 84.078C
D - 84.158D
K - 84.158K
P - 84.158P
Q - 84.158Q
U - 84.158U

TRANSITION PROGRAM FOR UNIVERSITY STUDENTS WITH DISABILITIES

Project Director:
Morgan Connolly

Mailing Address:
Drake University
107 Memorial Hall
2507 University Avenue
Des Moines, IA 50311

Telephone #: 515-271-3100

Fax #: 515-271-4140

E-Mail: mc0221r@ACAD.Drake.EDU

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20009

Transition Institute #: 339

Start Date: 10/1/92 End Date: 9/30/95

Region: 5

Geographic Service Delivery Area:
Region within the State of Iowa
(i.e., more than one county)

Project Purpose:

To create a more effective mechanism for providing accommodations, pre-employment and employment opportunities to students with disabilities in higher education.

Expected Outcomes:

1. Improve physical accessibility on campus.
2. Improved/expanded services to students with disabilities.
3. Improved job opportunities for graduating students with disabilities.
4. Increase awareness of appropriate accommodations for students with disabilities.

Approach Used to Reach Expected Outcome

1. Campus wide study of accessibility plus coordinated efforts at addressing identified problems.
2. Organized and systematic education of faculty, staff and students on campus, including: surveys, training manuals, presentations, formalized policies and procedures, plus a newsletter.
3. Assistance with internships, resumé development, job seeking skills, and employer development provided to participating students.
4. Establishing an Advisory Board of students, graduates, university personnel, and rehabilitation providers.
5. Advocacy and educational services provided to participating students.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 33 Female: 63

Ethnicity of Target Population:

Asian, Black/African-American, Hispanic, Other.

Barriers to Project Implementation

1. Internal university procedures have delayed adoption of a formal accommodation policy for the university.
2. The lack of any coordinated services and procedures for students with disabilities has slowed progress while the infrastructure is developed/revised.
3. The lack of any formal process to identify students with disabilities on campus has slowed progress while a process to identify and follow students has been developed.
4. The lack of seniors with disabilities identified or seeking services has given us minimal opportunity to assist with placement activities.

FRESHMAN INTERVENTION PROJECT FOR STUDENTS WITH DISABILITIES

Project Director:
Morgan Connolly

Project Coordinator:
Morgan Connolly

Mailing Address:
Disability Resource Center
107 Memorial Hall
Drake University
Des Moines, IA 50311

Telephone #: 515-271-3100

Fax #: 515-271-4185

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C40063

Transition Institute #: 399

Start Date: 10/1/94 End Date: 9/30/97

Region: 5

Geographic Service Delivery Area:
Region within the state of Iowa (i.e., more than one county)

Project Purpose:

The purpose of this project is to assist in the transition from secondary to postsecondary education for students with disabilities.

Expected Outcomes:

1. Reduce difficulties new students experience in identifying and requesting accommodations.
2. Increase the number of students self identifying early in their college career.
3. Increase students self determination and self advocacy skills.
4. Increase staff and faculty awareness and understanding of disability related issues/accommodations.
5. Improve communication and cooperation between the university and secondary education teachers and counselors.
6. Successful completion of a college degree.

Approach Used to Reach Expected Outcomes:

1. An orientation to college and the development of social and academic support groups early in the first semester.
2. Active intervention of a rehabilitation specialist in the transition process.
3. Education in the areas of appropriate accommodations, study skills, time management, self advocacy, etc.

4. Formal education for faculty and staff in disability issues.

EXPECTED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 20-30.

CREATING EMPLOYMENT OPPORTUNITIES (CEO)

Project Director:
Martha Wille Gregory

Project Coordinator:
Martha Wille Gregory

Mailing Address:
University of Missouri-Columbia
Center for Innovations in Special Education
Parkade Center, Ste. 152
601 Business Loop 70 West
Columbia, MO 65211

Telephone #: 314-882-7576

Fax #: 314-884-6300

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20011

Transition Institute #: 331

Start Date: 10/92 End Date: 10/94

Region: 5

Geographic Service Delivery Area:
State of Missouri

Project Purpose:

The purpose of this U.S. Department of Education supported project is to expand the capabilities of personnel involved in the career planning process of students with disabilities in institutions of higher education.

Expected Outcomes:

The intended outcome of the project is to increase work experiences for students with disabilities in postsecondary settings and job placement opportunities for graduates of postsecondary institutions.

Approach Used to Reach Expected Outcome

1. The development of materials and training in the areas of support services, ability/disability awareness issues, accommodations and accessibility, job development, self advocacy, and mentoring.
2. The establishment of networks to provide support and commitments to expand work experiences for persons with disabilities.
3. The creation of more work experience opportunities, and
4. The provision of technical assistance to personnel at postsecondary institutions in the state of Missouri.

PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project.

Barriers to Project Implementation

1. Project start was delayed due to late notification of grant award.
2. Change in personnel (original project director left for personal reasons).

POSTSECONDARY RESUME
(RELEVANT EMPLOYMENT FOR STUDENTS IN UNIVERSITY MEDIATED EXPERIENCES)

Project Directors:
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Larry Routh (UNL)

Project Coordinator:
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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20010

Transition Institute #: 336

Start Date: 10/1/92 End Date: 9/30/95

Region: 5

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

Project Postsecondary RESUME is designed to enhance the role and capability of career planning and placement (CPP) offices across the campuses of the state university system in preparing and successfully placing students with disabilities in employment.

Expected Outcomes:

1. Approximately 50 students with disabilities will access CPP services and participate in pre-employment or employment placements each year.
2. CPP and Office of Services for Students with Disabilities and Vocational Rehabilitation Services will plan cooperative seminars, mailings and information dissemination for students.

Approach Used to Reach Expected Outcome

Project RESUME has established:
  Mentorship selection and training
  Database of disabled students
  Joint sponsorship of Employment Related Seminars

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 69 Female : 64 (Omaha)
Male : 106 Female : 56 (Lincoln)

Ethnicity of Target Population:

Information not available.

Barriers to Project Implementation

Simultaneous implementation on two campuses requires an extended timeline for nearly all activities.

Potential communication breakdowns among various campus offices must be addressed by investing much time and energy to ensure success.

Processes to share student information between campus offices regarding students with disabilities is not well established, and is not electronically-based.

CAREER PLACEMENT OPPORTUNITIES FOR POSTSECONDARY STUDENTS WITH DISABILITIES PROJECT

Project Director:
Jack Hesleph

Project Coordinator:
Happi T. Hansen

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Salt Lake City, UT 84130-0808

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30051

Transition Institute #: 354

Start Date: 10/1/93 End Date: 9/30/96

Region: 5

Geographic Service Delivery Area:
Region within the State of Utah
(i.e., more than one county)

Project Purpose:

Salt Lake Community College proposes to develop and then demonstrate a model placement project (Career Placement Opportunities for Postsecondary Students with Disabilities project [CPO Project]) designed to serve the placement needs of postsecondary students with disabilities and to coordinate the placement-related efforts of service providers involved with postsecondary students with disabilities. With regard to the latter, the project will develop processes and procedures for coordinating the efforts and interests of Utah State Vocational Rehabilitation Services, the Utah Department of Employment Security, community based organizations, business and industry, and higher education providers to bring about successful career placement for people with disabilities. It will also seek to coordinate institution/agency resources and the resources provided through Carl D. Perkins Applied Technology Education Title II funds.

Expected Outcomes:

As a result of the project and over the course of the project:

1. Sixty percent (60%) of targeted students at Salt Lake Community College will be enrolled in the model placement program.
2. Seventy percent (70%) of those students enrolled in the program will be placed in career employment.
3. In-service training will be developed and provided to
   a) placement personnel
   b) postsecondary faculty and support services staff,
   c) employers (200 minimum), and
   d) Staff of participating agencies, institutions and community groups.
4. An infrastructure of services between service providers, contracting agencies, community based groups, and clients will be developed which will enhance career placement opportunities for persons with disabilities.

5. A model project capable of both continuation and replication will have been created.

The above items represent the core of the project's objectives.

Approach Used to Reach Expected Outcome

The overall approach taken is comprehensive. The project will focus both on pre-employment opportunities and subsequent career placements in integrated settings for postsecondary students with disabilities and will provide a comprehensive approach to placement that coordinates all related services from identification and recruitment through follow-up. Project activities will include:

1. identify eligible students through sponsoring agencies, community based programs and outreach to the targeted students—both directly and through service providers, eligible for placement services,
2. develop in-service training for placement personnel in special job development techniques and strategies to enhance placement success for persons with disabilities,
3. develop in-service training and orientation programs for college staff and faculty that focus on awareness and provision of support services and accommodations needed by students with disabilities,
4. develop an employer-focused component designed to involve employers in pre-employment work experiences for program participants and strategies for employment of persons with disabilities, and to provide in-service training for employers related to employment of individuals with disabilities, and
5. develop a comprehensive approach to placement—job seeking and job retention training, job development (including the sensitizing of employers to the needs of employees with disabilities), adaptive equipment arrangements and intensive follow-up.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 15 Female: 12

Ethnicity of Target Population:

American Indian/Native American, Asian, White

Barriers to Project Implementation:

1. Although we have identified over 1500 students with disabilities who attend SLCC on a part-time or full-time basis, in any one quarter only 35-50 of these students are close enough to program completion to be interested in career placement. We have had to define "targeted students" as this 35-50 students. We continue to provide services to any of the total population who are looking for temporary or part-time employment, but our focus is on students within 15-30 credit hours of program completion.

2. Changes in the college relationship with Utah Department of Employment Security has slowed the development of inter-agency agreements with that organization.

POSTSECONDARY PROGRAM TO INCREASE JOB PLACEMENT OF INDIVIDUALS WITH DISABILITIES

Project Director:
Curtis Pendleton

Project Coordinator:
Arlene Combs

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Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C-----

Transition Institute #: 355

Start Date: 10/1/93 End Date: 9/30/96

Region: 5

Geographic Service Delivery Area:
Region within the state of Utah
(i.e., more than one county)

Project Purpose:

To make UVSC Career Planning/Assessment Placement facilities and programs more fully accessible to students with disabilities, to empower students with disabilities to use the college's services effectively to obtain employment, to increase employment opportunities for students with disabilities, to facilitate smooth transition from school to the workplace.

Expected Outcomes:

1. Increased access to career planning/assessment/placement programs at UVSC.
2. Increased employment of students with disabilities.
3. Improved level of faculty/staff training/comfort level in working with students with disabilities.
4. Improved overall college programs regarding inclusion of students with disabilities.
5. Increased awareness on students' part of college programs available to them.

Approach Used to Reach Expected Outcome

1. Inservice on topics of ADA issues, disability awareness, and reasonable accommodation for all pertinent faculty/staff and departments, especially Placement/Co-Op, Disability Services, Career/Assessment, Co-Op Coordinators, etc.
2. Workshops/classes/Job Club for student participants regarding pre/post employment issues.
3. ITP planning/placement.
4. Peer mentor on the job.
5. Advisory Board.
6. Disabilities Resource Center Development.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of consumers Served by Gender:

Male: 6 Female: 3

Ethnicity of Target Population:

We do not specifically collect data regarding ethnicity.

Barriers to Project Implementation:

1. Limited number of students at this point ready to look for part or full time employment or Co-Op program participation. Many students with disabilities have great difficulty holding a job while attending college.
2. Parameters of the "Co-Op" program alone were to restrictive—needed to be expanded way beyond that one option—such as volunteer work to lead to employment possibility.
3. Confidentiality issues/disclosure—interaction with the community needs to be done by Placement Office—not Disability Services. Students don't want to disclose.
4. Restructuring institutionally of Placement/Assessment/Co-Op programs—only briefly—new organization will help immensely.
5. Low motivation on part of faculty to attend uncompensated inservices.

A COLLABORATIVE COMMUNICATION SKILLS SUPPORT SYSTEM FOR JOB CORPS PROGRAMS

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Audrey Lunday, PH.D.

Project Coordinator:
Linda R. Madsen

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Competition #: 84.158D
(Youths with Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D20003

Transition Institute #: 327

Start Date: 1/1/93 End Date: 12/29/95

Region: 5

Geographic Service Delivery Area:
State of North Dakota

Project Purpose:

The proposed project will establish a collaborative model which supports the development of an integrated, job-related communication training program. This model will infuse language therapy into a Job Corps Center's vocational and academic programs for high school dropouts.

Expected Outcomes:

1. Teacher education;
2. Development of Collaborative Communication Model (innovative);
3. Exporting/Disseminating Model and Materials to other Job Corps (and high school adolescent programs);
4. Employer education regarding communicating successfully with employees.
5. Materials: test, therapy and videotapes, and teacher education materials.

Approach Used to Reach Expected Outcome

1. Teacher and employer inservice training.
2. Developing job-related test and remediation materials.
3. Developing video segments demonstrating strategies.
4. Collaborating with teachers or employers to achieve improved communication efficiency between them and students/new employees.
5. Evaluation of therapeutic and supportive material development for academic, vocational, and employment site support.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 192 Female: 158

Ethnicity of Target Population:

American Indian/Native American, Black/African-American, Hispanic, White, Multi-ethnic.

Barriers to Project Implementation

No major barriers exist at this time. However, the Job Corps was delayed one year in building so this project is one year behind the original schedule but right on target for the revised schedule.

SHARING THE JOURNEY

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Jean Lehmann

Project Coordinators:
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Terry Deniston

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30040

Transition Institute #: 369

Start Date: 11/1/93 End Date: 10/31/96

Region: 5

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000
Region within the state of Colorado (i.e., more than one county)

Project Purpose:

The purpose of this grant is to pilot a model which recognizes that self-determination does not happen in a vacuum. Individuals must be viewed in the context of all the systems in which they must function now and in the future. These include: their family; school; adult service; and community systems.

Expected Outcomes:

This project is designed to serve youth with disabilities in Northeast Colorado between the ages of 14-21, their families, teachers, adult service providers and community members. The desired outcomes for these project participants are:

1. Individuals with disabilities who have more choices and power to create individualized supports, thus having more self-determined current and future lives.
2. Families who are supported in order to promote and facilitate the acquisition of self-determination skills for their children in an individualized and culturally appropriate manner.
3. Teachers (general and special education) and adult service providers who assess, teach, and support self-determining efforts by individuals with disabilities.

Approach Used to Reach Expected Outcome

1. Develop training opportunities that correspond to the change process in order to support families, teachers, and adult service providers as they release their role as primary decision-makers and become consultants to persons with disabilities.
2. Develop an ongoing assessment process that is person-centered and identifies the individuals' dreams, interests, needs, support and level of self-determination.
3. Foster the development of individual self-determination and shared vision amongst families, teachers, adult service providers and the community by integrating the use of

an Individualized Life Plan (ILP) into existing Individualized Education (IEP) and Transition (ITP) staffing meetings.

4. Provide coaching, resources and follow-up to assure the ILP is operationalized to maximize individual choices and increased self-determination skills.
5. Effectively administer and evaluate the project and disseminate findings.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 8 Female: 8

Ethnicity of Target Population:

Hispanic, White.

Barriers to Project Implementation:

Tried to hire "community connectors" to build relationships with people in community with disabilities. Question of how to pay them if necessary due to problems of liability. We have identified several issues pertaining to facilitation of self-determination for students with disabilities.

SELF-DETERMINATION THROUGH GROUP ACTION PLANNING

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20035

Transition Institute #: 317

Start Date: 10/1/92 End Date: 9/30/95

Region: 5

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

Project Purpose:

The Self-Determination through Action Planning project proposes to develop, implement and evaluate the Group Action Planning process as a means to self-determination for individuals with disabilities.

Expected Outcomes:

1. Develop in the individual with disabilities the interest/motivation and skills necessary to participate in the Group Action Planning process. The individual will target seven domains of daily life: Domestic, transportation, employment, financial, recreational, social relationships, behavioral, and community participation.
2. Develop within the social environment of the individual the interest/motivation and skills to support the individual with disabilities. Significant others, including family, friends, and service providers, will engage in the Group Action Planning process and provide assistance to the individual when needed.

Approach Used to Reach Expected Outcome

The innovative Group Action Planning process includes identifying visions, goals, obstacles, and resources and then creating an Action Plan which identifies the next steps, including who, when and how. Using this format, the individual with disabilities will be supported by the group (i.e., significant others including family, friends, and service providers) to formulate action plans based on eight targeted domains of daily life. The seven domains include: Domestic, transportation, employment, financial, recreational, social relationships, behavioral, and community participation.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 6 Female: 6

Ethnicity of Target Population:

White, Multi-ethnic.

Barriers to Project Implementation

We have had continued success implementing our project and achieving our goals.

IT'S MY LIFE

Project Director:
Emilee Curtis

Project Coordinator:
Emilee Curtis

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20028

Transition Institute #: 314

Start Date: 10/1/92 End Date: 9/30/95

Region: 5

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)
Metropolitan Area (cities and surrounding areas of 100,000+)
More than one state

Project Purpose:

To demonstrate that transitioning students can create self-initiated lifestyles and develop self determination as the basis for a complete way of life. This is accomplished by "total immersion," not a class in self determination.

Expected Outcomes:

A replicable self-determination model for transitioning students:

1. A workbook, teacher's materials and video about students initiating and directing their planning
2. a profile/assessment tool for determining life dreams and capacities that relate to self-determination
3. film festival
4. materials for teachers and parents to assist them in encouraging self reliance.

Approach Used to Reach Expected Outcome

1. A pilot test with 30 students.
2. A main field test with 4 schools in the second year and 4 school districts in the third year.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 14 Female : 17

Ethnicity of Target Population:

Hispanic, Pacific/Native Hawaiian

A COMPREHENSIVE RESEARCH APPROACH TO DEVELOP A MODEL OF EFFECTIVE STRATEGIES FOR PROVIDING TRANSITIONAL SERVICES TO ADJUDICATED YOUTH WITH DISABILITIES

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Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P30010

Transition Institute #: 375

Start Date: 10/1/93 End Date: 9/30/96

Region: 5

Geographic Service Delivery Area:
National

Project Purpose:

The purpose of this project is to develop a profile of adjudicated youth with disabilities and provide a comprehensive model., patterned on research-based information, for providing effective transitional services and strategies for this special population.

Expected Outcomes:

This research project, utilizing triangulation of results from studies involving multiple populations, will further understanding about the adjudicated youth with disabilities population and provide a blueprint for working with this special population. However, the impact of the project will only be felt through extensive dissemination efforts which are an essential part of the project.

Approach Used to Reach Expected Outcome

1. To develop a profile of adjudicated youth with disabilities through the identification of the common threads of disruptions in their sociological, psychological and educational development.
2. To identify successful transitional services, strategies and programs that are available to assist adjudicated youth in the transition process.
3. To determine which transitional services and strategies are most effective with adjudicated youth with disabilities.
4. To determine the advantages and disadvantages associated with transitional services and strategies for adjudicated youth with disabilities.
5. To develop a contingency model to help those involved with adjudicated youth to make informed decisions regarding the most effective strategies to use under various circumstances and in various settings.

6. To disseminate results and implications from the study to help insure project findings are put into practice.

PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project.

CHOICEMAKER NETWORK

Project Director:
James Martin

Project Coordinator:
Laura Huber Marshall

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Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q40027

Transition Institute #: 377

Start Date: 1/1/95 End Date: 12/31/97

Region: 5

Geographic Service Delivery Area:
More than one state

Program Purpose:

The ChoiceMaker Network will improve the outlook for secondary youth with disabilities by establishing and implementing a train-the-trainer model of curriculum development and infusion across multiple states. The project will provide substantial innovation materials and practices during and after the three year funding period.

Expected Outcomes:

1. Implementation teams established in Colorado, West Virginia, Florida, South Dakota and Iowa.
2. Self-determination transition practices implemented in cooperating states.
3. Completed ChoiceMaker self-determination transition curriculum and materials.

Approach Used to Reach Outcomes:

1. Analysis of existing self-determination instructional and assessment materials.
2. Trainer-of-trainers implementation workshops.
3. Comprehensive plans for each state.
4. On-site training and consultation.
5. Completed ChoiceMaker self-determination transition curriculum.

ESTIMATED CONSUMERS FOR CURRENT YEAR
(New Project)

Not a direct service project. We will work directly with educators and indirectly with students.

BEST PRACTICES: A STUDY TO UNDERSTAND AND SUPPORT STUDENT PARTICIPATION IN TRANSITION PLANNING

Project Co-Directors:
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Dr. Daniel Boomer

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Competion #: 84.158U
(Student Involvement Projects)

Federal Frant #: H158U40013

Transition Institute #: 388

Start Date: 9/15/94 End Date: 9/14/97

Region: 5

Geographic Service Delivery Area:
Rural area (placed of >2,500)
Towns and cities of 2,500-50,000
Urbanized Area (cities and surrounding area of 50,000-100,000)
Region within the state of Colorado (i.e., more than one county)

Project Purpose:

To identify critical personal, family, school or community variables that support or impede student participation in transition planning.

Expected Outcomes:

1. Increase in student participation in transition planning.
2. Effective interventions at school, individual, and family levels.

Approach Used toReach Expected Outcomes:

1. Qualitative and quantitative research activities
2. Design of intervention frameworks
3. Interventions
4. Program evaluation.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 350.

Individuals with Disabilities Served by New and Ongoing Projects N = 13)
By Competition - Region 5

	84.078C						84.158D
Disability Categories	339	399	331	336	354	355	327
Autism	2	-		-	-	-	-
Serious Emotional Disturbance	6	-		22	4	82	3
Visual Impairment Including Blindness	15	*	NOT DIRECT SERVICE	9	-	22	2
Deafness	-	*		9	1	25	-
Deaf-Blindness	-	-		-	-	-	-
Developmentally Delayed	-	-		-	-	?	25
Dropout	-	-		-	-	-	314
Economically Disadvantaged	-	-		-	-	-	314
Hearing Impairment (NOT including deafness)	3	*		-	2	31	29
Mental Retardation	-	-		-	-	-	11
Multiple Disabilities	-	-		29	-	169	1
Orthopedic Impairment (includes all physical disabilities)					3	67	
Cerebral Palsy	1	*		2	2	-	4
Spina Bifida	-	*		1	-	-	-
Spinal Cord Injury	6	*		-	-	-	-
Other Physical Disability	13	*		119	6	-	-
Other Health Impairment						52	
AIDS or AIDS Complex	-	-		-	-	-	-
Cancer	-	-		-	-	-	-
Epilepsy	-	-		-	-	-	-
Inner Cranial Hemorrhage	-	-		-	-	-	-
Low Birth Weight	-	-		-	-	-	-
Medically Fragile	-	-		-	-	-	-
Substance Abuse Withdrawal	-	-		12	-	-	150
Technology Dependent	-	-		-	-	-	-
Traumatic Head Injury (including TBI)	5	*		12	3	5	-
Other	-	-		-	1[1]	14[2]	-
Specific Learning Disability	42	*		20	6	322	136
Speech or Language Impairment							
Articulation Disorder	-	-		-	-	-	4
Cleft Palate	-	-		-	-	-	1
Language Disorder	-	-		-	-	-	213
Not Specified	-	-		56	-	-	306
Project Category (A=Ongoing; B=New)	A	B	A	A	A	A	A

[1] Other: carpal tunnel
[2] Other: mixed

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Individuals with Disabilities Served by New and Ongoing Projects (N = 13) By Competition - Region 5 (continued)

	84.158K			84.158P	84.158Q	84.158U
Disability Categories	369	317	314	375	377	388
Autism	-	-	1		-	-
Serious Emotional Disturbance	2	-	-		*	*
Visual Impairment Including Blindness	-	-	-	NOT DIRECT SERVICE	-	-
Deafness	-	-	-		-	-
Deaf-Blindness	-	-	-		-	-
Developmentally Delayed	-	5	16		-	*
Dropout	-	-	-		-	-
Economically Disadvantaged	-	-	2		-	-
Hearing Impairment (NOT including deafness)	-	-	1		-	-
Mental Retardation	-	9	6		*	*
Multiple Disabilities	12	-	-		-	-
Orthopedic Impairment (includes all physical disabilities)						
Cerebral Palsy	1	2	1		-	*
Spina Bifida	-	-	-		-	-
Spinal Cord Injury	-	-	-		-	-
Other Physical Disability	2	-	-		-	-
Other Health Impairment						
AIDS or AIDS Complex	-	-	-		-	-
Cancer	-	-	-		-	-
Epilepsy	-	-	-		-	-
Inner Cranial Hemorrhage	-	-	-		-	-
Low Birth Weight	-	-	-		-	-
Medically Fragile	-	-	-		-	-
Substance Abuse Withdrawal	-	-	-		-	-
Technology Dependent	-	-	-		-	-
Traumatic Head Injury (including TBI)	-	-	1		-	-
Other	-	-	-		-	-
Specific Learning Disability	-	-	4		*	*
Speech or Language Impairment						
Articulation Disorder	-	-	-		-	-
Cleft Palate	-	-	-		-	-
Language Disorder	-	-	-		-	*
Not Specified	-	-	-		-	-
Project Category (A=Ongoing; B=New)	A	A	A	A	B	B

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects N = 13) By Competition - Region 5

	84.078C						84.158D
	339	399	331	336	354	355	327
Child/Individual with Special Needs	-		-	-	-	-	*
Parents	-	NOT APPLICABLE	-	-	3	2	6
Family Members other than parents	-		-	-	-	-	-
Friends	-		-	-	-	-	-
Personnel							
Adult Service Providers	10		-	-	200+	5	2
Caregivers	-		-	-	-	-	1
Case Managers	-		-	-	50+	-	-
Education Personnel	152		*	30	200+	5	1
Employers	8		*	73	50+	2	4
Head Start Personnel	75		-	-	-	-	2
Health Professionals	27		-	-	-	-	2
Home Visitors	-		-	-	-	-	-
Job Coaches	-		-	-	71	2	2
Medical Personnel	-		-	-	-	-	-
Paraprofessionals	-		-	-	-	-	9
Peer/Co-workers	120		-	-	-	-	3
Recreation Personnel	-		-	-	-	-	1
Rehabilitation Personnel	-		-	4	40+	1	1
Related Services Personnel	-		*	-	40+	-	8
Special Education Personnel	-		*	-	200+	3	-
Vocational Educators	-		*	60	-	-	16
Service Delivery System							
Community Health	-		-	-	-	-	-
Community Mental Health	-		-	-	-	-	-
Community Recreation	-		-	-	-	-	-
Community Social Services	-		-	-	-	-	-
Interagency Coordinating Council	-		-	-	18	1	2
Local Education	-		*	-	-	-	3[1]
State Development Disabilities	-		-	-	-	-	-
State Education	-		*	-	-	-	-
State Health	-		-	-	-	-	-
State Human	-		-	-	-	-	-
State Mental Health	-		-	-	-	-	-
State Rehabilitation	30		-	22	-	-	-
Other Service Delivery System	-		*	-	-	-	*
Project Category (A=Ongoing; B=New)	A	B	A	A	A	A	A

[1] local education units

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 13) By Competition - Region 5 (continued)

	84.158K			84.158P	84.158Q	84.158U
	369	317	314	375	377	388
Child/Individual with Special Needs	-	16	-		-	
Parents	8	11	100	NOT APPLICABLE	-	NOT APPLICABLE
Family Members other than parents	2	-	20		-	
Friends	-	-	10		-	
Personnel		*[1]				
Adult Service Providers	5	"	125		-	
Caregivers	-	"	-		-	
Case Managers	-	"	200		-	
Education Personnel	-	"	175		*	
Employers	-	"	15		-	
Head Start Personnel	-	"	-		-	
Health Professionals	-	"	-		-	
Home Visitors	-	"	-		-	
Job Coaches	-	"	65		-	
Medical Personnel	-	"	-		-	
Paraprofessionals	-	"	25		-	
Peer/Co-workers	-	"	-		-	
Recreation Personnel	-	"	30		-	
Rehabilitation Personnel	-	"	80		-	
Related Services Personnel	-	"	-		-	
Special Education Personnel	4	"	25		-	
Vocational Educators	-	"	-		-	
Service Delivery System		*[1]				
Community Health	-	"	-		-	
Community Mental Health	2	"	10		-	
Community Recreation	-	"	30		-	
Community Social Services	2	"	30		-	
Interagency Coordinating Council	-	"	-		-	
Local Education	10	"	30		-	
State Development Disabilities	-	"	25		-	
State Education	-	"	25		-	
State Health	-	"	-		-	
State Human	-	"	-		-	
State Mental Health	-	"	-		-	
State Rehabilitation	2	"	80		-	
Other Service Delivery System	-	"	-		-	
Project Category (A=Ongoing; B=New)	A	A	A	A	B	B

[1] Project survey form indicated that all groups within these categories have been involved in some manner through Action Planning Groups.

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

EXPIRED PROJECT PROFILES IN REGION V

Four projects expired during 1994 in Region V, the Mountain Plains region. Three of these projects returned expired project surveys.

The expired project profiles for the three projects returning surveys contained information on one or more of the following: current focus of project continuation activities, project components being continued, and project products generated. For the remaining project, the information provided is last known point of contact.

WORKABILITY: CAREER PLACEMENT OPPORTUNITIES FOR STUDENTS WITH DISABILITIES

Contact Person:
Joanie Friend

Mailing Address:
ADA/Student Civil Rights Compliance Coordinator
3200 Broadway
Kansas City, MO 64111

Telephone #: 816-759-1351

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 301

Project End Date: 10/30/94

Region: 5

Current Focus of Project Continuation Activities:

1. Distribute final report (200 copies).
2. Continue faculty division training.
3. Continue to distribute project products.
4. Write and submit journal article on project outcomes.

Project Components Being Continued:

1. Program Component: Career Planning Assistance for Students with Disabilities, Training for faculty and staff on Disability Issues.
   Administering Agency: Metro Community Colleges, Special Needs Counselors-Access Office
   Agency Contact Person: Joanie Friend, 3200 Broadway, Kansas City, MO 64111. 816-759-1351.

Project Products:

Video Tape
A Partnership for Success

Other
Faculty Classroom Accommodation Handbook

CHOICEMAKER

Contact Person:
James Martin

Mailing Address:
University of Colorado at Colorado Springs
School of Education
P. O. Box 7150
Colorado Springs, CO 80933-7150

Telephone #: 719-593-3627

Competition #: 84.158K
(Self-Determination Project)

Transition Institute #: 309

Project End Date: 9/30/94

Region: 5

Project Components Being Continued:

1. Program Component: ChoiceMaker Self-Determination Curriculum
   Administering Agency: University of Colorado at Colorado Springs
   Agency Contact Person: James Martin, University of Colorado at Colorado Springs, School of Education, P. O. Box 7150, Colorado Springs, CO 80933-7150. 719-593-3627.

Project Products:

Project Developed Instruments
ChoiceMaker Self-Determination Transition Assessment

Journal Articles/Monographs
Several articles

Student Handbook/Video Tape/Curricula
Self-Directed IEP
Choosing Employment Goals

STUDENT OPPORTUNITIES FOR SUCCESS

Contact Person:
Julia Kothe

Mailing Address:
Colorado State University
303 OT Building
Fort Collins, CO 80523

Telephone #: 303-491-5930

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Transition Institute #: 282

Project End Date: 9/94

Region: 5

Current Focus of Project Continuation Activities:

1. Follow-up supported employment for students on an as needed basis, one to three years after exit from school.
2. Development of a multi-level entrepreneurial skills curriculum for students with emotional disorders in the Poudre R-1 School District.
3. Continued disseminaiton and publication of project results.

Project Components Being Continued:

1. Program Component: Supported employment follow-up.
   Administering Agency: Colorado State University.
   Contact Person: Julia Kothe, 303 OT Building, Colorado State University, Fort Collins, CO 80523. 303-491-5930.
2. Program Component: Research/Publications.
   Administering Agency: Colorado State University.
   Contact Person: Pat Sample/Cathy Schelly, 303 OT Building, Colorado State University, Fort Collins, CO 80523. 303-491-5930.
3. Program Component: Dissemination.
   Administering Agency: Colorado State University.
   Contact Person: Brad Graham, 303 OT Building, Colorado State University, Fort Collins, CO 80523. 303-491-5930.

Project Products:

Brochure
Brochure

Video Tape
Steps to Success for Youth At-Risk

Journal Articles (in process)

Slide Presentation
Student Opportuniities for Success

KANSAS TRANSITION STUDY: ADOLESCENTS WITH SEVERE EMOTIONAL DISTURBANCE

Contact Person:
Charles R. Campbell

Mailing Address:
University of Kansas
Kansas University Affiliated Programs
at Parsons
1602 Gabriel
Parsons, KS 67357

Telephone #: 316-421-6550, Ext. 1859

Competition #: 84.158P
(Research Projects on the Transition of
Special Populations)

Transition Institute #: 277

Project End Date: 9/30/94

Region: 5

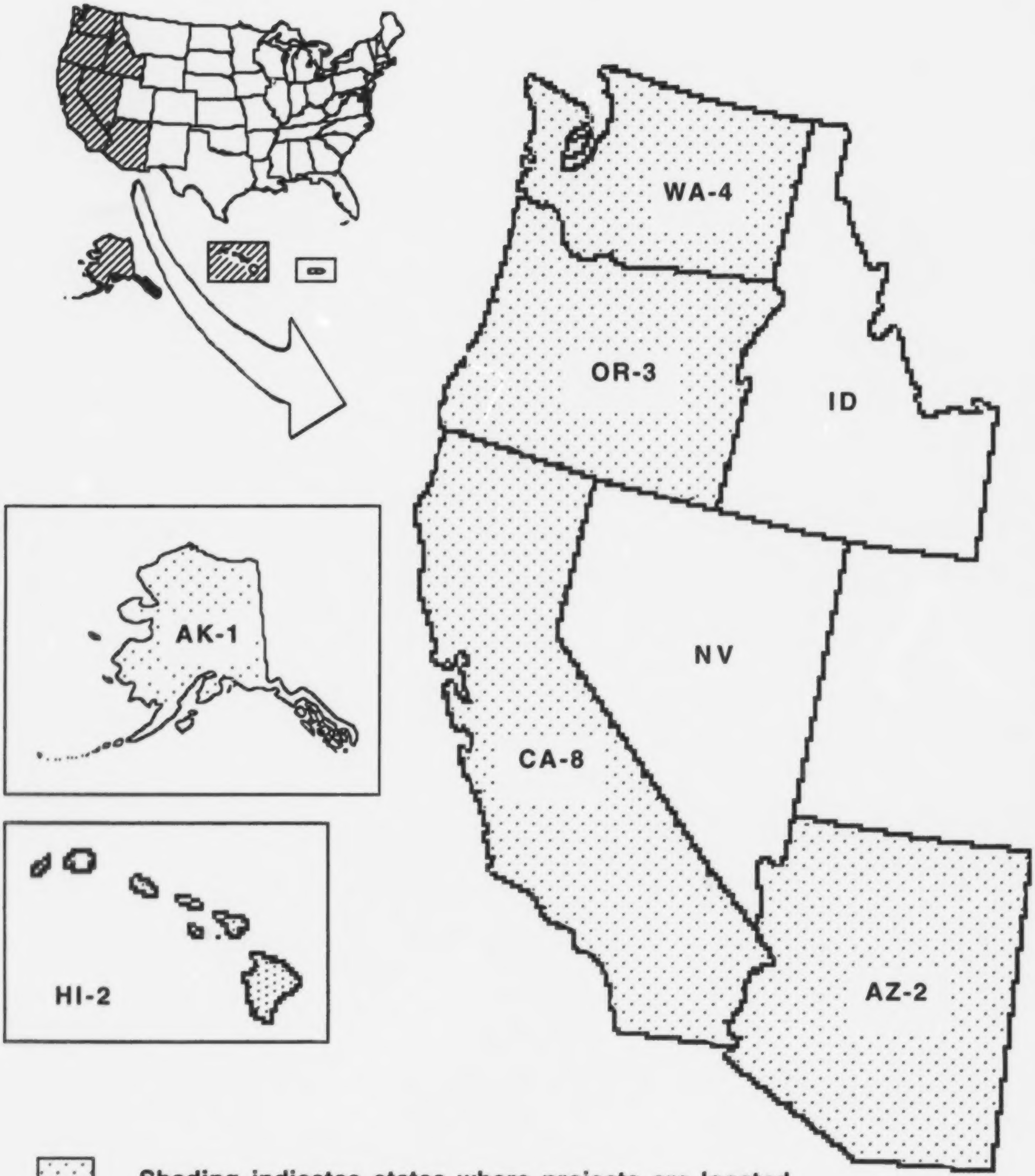
REGION VI PROJECT PROFILES

REGIONAL PROFILE

Region VI, the Western region, is composed of eight states and six other government entities: Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, and Washington, American Samoa, Guam, Federated States of Micronesia, Republic of the Marshall Islands, Republic of Palau, and the Commonwealth of the Northern Marianas. The 20 current projects in Region VI are located in Alaska (n=1), Arizona (n=2), California (n=8), Hawaii (n=2), Oregon (n=3), and Washington (n=4). Competitions represented are Postsecondary Demonstration Projects (84.078C), Youths With Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), Research Projects on the Transition of Special Populations (84.158P), and Multi-District Outreach Projects (84.158Q). The first map in this section plots the number of active projects in each state for Region VI. The second map identifies each project in each state for Region VI. The second map identifies each project by competition and by Transition Institute number.

A set of summary tables, tabulating by project individuals with disabilities served and provision of related developmental training, follows the active project profiles for this region. This information is taken directly from survey forms received from each project. For those projects who did not return survey forms this year (Transition Institute Nos. 334, 335, 394, 365), other project data (from last year's survey form, if applicable) are provided, if available.

Geographic Distribution of Model Demonstration Projects in Region VI: West as of May 1995 (N = 20)

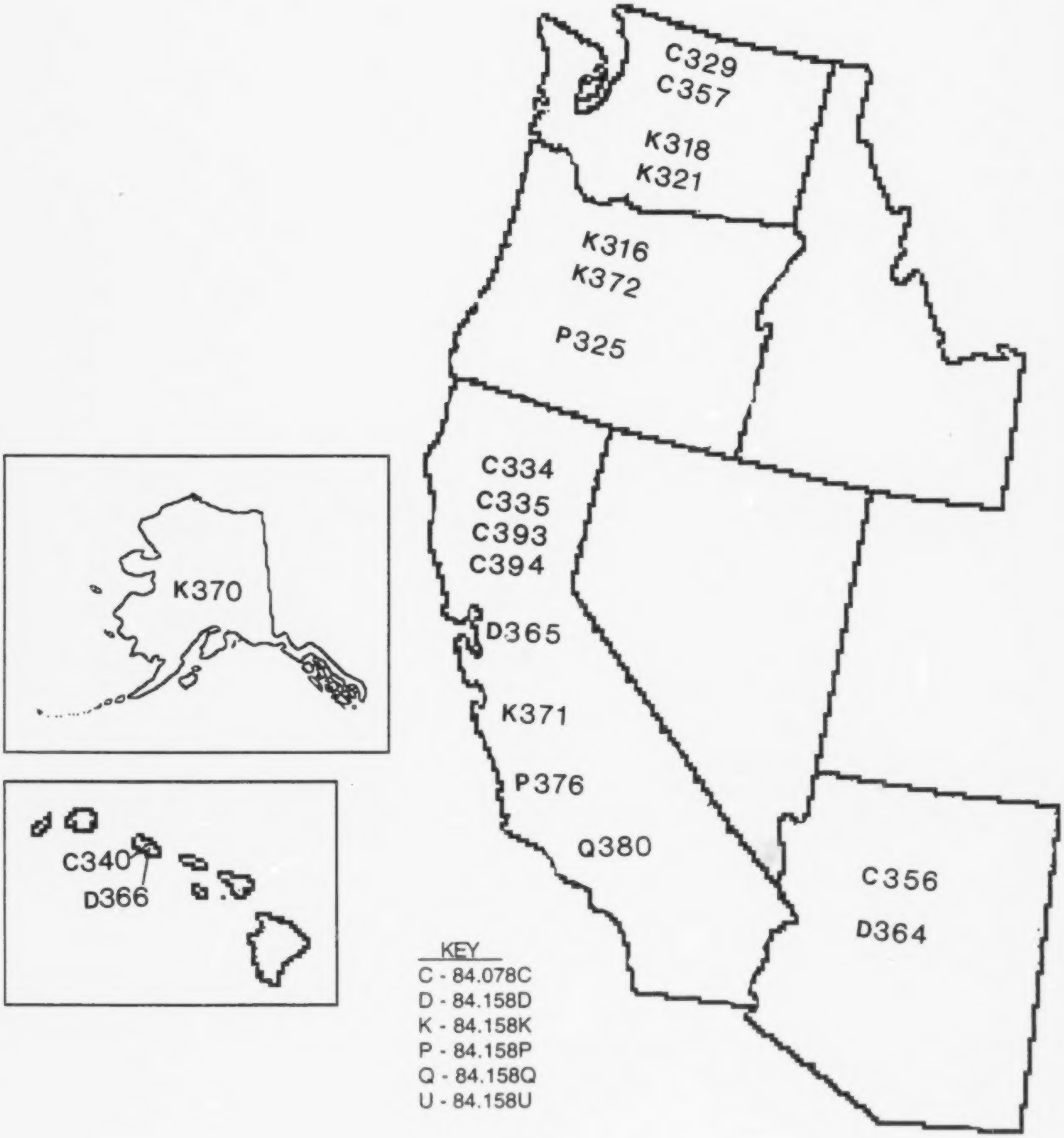

WA-4
OR-3
ID
NV
CA-8
AZ-2
AK-1
HI-2

░ **Shading indicates states where projects are located.**

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region VI: West -- By Competition Number and Transition Institute Number as of May 1995

(N = 20)


C329
C357
K318
K321
K316
K372
P325
C334
C335
C393
C394
D365
K371
P376
Q380
C356
D364
K370
C340
D366
KEY
C - 84.078C
D - 84.158D
K - 84.158K
P - 84.158P
Q - 84.158Q
U - 84.158U

CAREER PLACEMENT OPPORTUNITIES FOR STUDENTS WITH DISABILITIES IN POST-SECONDARY EDUCATION

Project Director:
Elizabeth Schloss

Mailing Address:
University of Arizona
Old Main, Room 102
Tucson, AZ 85721

Telephone #: 602-621-4224

Fax #: 602-621-8158

E-Mail: schloss@ccit.arizona.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C300005

Transition Institute #: 356

Start Date: 10/93 End Date: 10/96

Region: 6

Geographic Service Delivery Area:
Region within the State of Arizona

Project Purpose:

The purpose of this project is twofold:

1. To develop a model career services program for students with physical disabilities in post-secondary education.
2. To educate employers on ADA issues and assistive technology available to employees with physical disabilities.

Expected Outcomes:

There are several outcomes we expect to achieve with our project:

1. Generate a list of project participants from eligible student data.
2. University staff, faculty and career service personnel will develop expertise in disability issues, awareness and accommodations.
3. Employers will gain awareness and knowledge regarding ADA, accommodations and disability issues.
4. Employers will offer more placement opportunities to students with disabilities in the form of internships, co-ops, permanent placement and volunteer experiences.
5. Project participants will increase their utilization of career services.
6. Project participants will gain career awareness.

Approach Used to Reach Expected Outcome

The major project components that lead to our expected outcomes are:

1. Informing students of the project, providing materials, and conducting information sessions.
2. Referring and registering students for the "Self and the World of Work" class.
3. Student participation in the existing campus recruiter greeter program, career workshops and career counseling.
4. Training for each of 5 curriculum areas, all career services' personnel, 100 faculty, staff and teaching assistants.
5. Staff and faculty participation in our Career Week Technology Fair.

6. Training for employers on ADA issues and disability etiquette.
7. Participation by project staff in Arizona technology Access Program meetings and in the Tucson Society for Human Resource Manager Diversity Committee.
8. Offering individual job search counseling and employability skills workshops to students.
9. Providing information about the project to recruit employees.
10. Contacting employers who have offered co-op and internship opportunities in the past and developing them further.
11. Providing presentations and training to community colleges and other universities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 22 Female: 12

Ethnicity of Target Population:

Asian, Hispanic, White, Other.

Barriers to Project Implementation:

Below are some of the barriers to or changes in project implementation:

1. We are unable to generate a list of all eligible students since information on whether a student has a disability or not is not available to us. We are able to send mailings to all eligible students through the Center for Disability Related Resources. We can then generate a list of program participants.

2. We have not presented at local high schools and do not have plans to do so.

3. The "Self and World of Work" class is going to be discontinued. The office of Career Services can no longer support the general class. The section designed for project participants had no students with disabilities sign up, although we advertised it to participants and to other eligible students.

4. At this point in time we have been unable to get faculty to attend training. We will continue to offer it. We also had little faculty involvement in our technology fair, Tech Expo. We will continue to seek it.

5. The Tucson Mayor's Committee and the Governor's Committee on the Employment of Person with Disabilities were seen as not particularly useful to our project or its participants. Instead staff has gotten involved with the Arizona Technology Access Program and the Tucson Society for Human Resource Manager Diversity Committee.

6. We have decided not to pursue obtaining letters of agreement for permanent placement opportunities. We think it is unrealistic to expect that employers would give us letters of agreement. The job market is too competitive to expect employers to commit to hiring in advance of need.

EMPOWERMENT THROUGH PARTNERSHIP: STUDENTS WITH DISABILITY INTERNSHIP PROJECT

Project Director:
Leland Gassert

Project Coordinator:
Terri Goldstein

Mailing Address:
California State University, Northridge
The Career Center - TCC
18111 Nordhoff Street
Northridge, CA 91330

Telephone #: 818-885-2381

Fax #: 818-885-4561

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20087

Transition Institute #: 334

Start Date: 1/1/93 End Date: 12/31/94

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

To establish career development services for disabled postsecondary students at California State University, Northridge. The Career Center is proposing to design, implement, evaluate and disseminate a project for students with disabilities that will provide effective work experience and create long term working relationships with the community at large. Due to its replicability, this program will affect other programs for disabled students and their home communities. Students will be impacted by gaining employment skills and thus becoming more productive citizens. Employers will become more aware of the types of accommodation techniques for hiring persons with disabilities and will increase the career opportunities available for persons with disabilities. Other postsecondary institutions will be able to adapt these services to their campus accordingly.

Expected Outcomes:

Expected outcomes of the project fall under four major objectives:

1. Career development for students through partnerships -
    a. To design and implement a career development curriculum for workshops to assist students with disabilities.
    b. To provide disabled students with an opportunity to learn from persons with disabilities who are now employing the techniques to overcome unemployment barriers.
    c. To develop and disseminate a student handbook.
    d. To develop an evaluation tool to solicit student input on project effectiveness.
2. Objectives for work experience - to provide students with disabilities with an opportunity to examine first hand various occupations and industries.
3. Objectives for employers -
    a. To educate employers on the implications of the Americans with Disabilities Act and on reasonable accommodation, assistive devices, and job site modification.
    b. To establish a network of employers interested in hiring students with disabilities.

4. Objectives for dissemination -
    a. To establish a replicable model for Internships and Students with Disabilities in a Postsecondary Program.
    b. To design and disseminate Trainer's Manuals for conducting workshops

Approach Used to Reach Expected Outcome

Major project activities are key to the four project outcomes:

1. Career development for students with disabilities.
2. Work experience through training workshops and internships.
3. Employer education.
4. Dissemination - Student and employer workshops and related instructional modules.

PARTNERSHIPS FOR EMPLOYING STUDENTS WITH DISABILITIES

Project Director:
Ron Haines and Ron Jordan

Project Coordinator:
Susan Mathers

Mailing Address:
Palomar College
1140 W. Mission Road
San Marcos, CA 92069

Telephone #: 619-744-1150, Ext. 2378

Fax #: 619-744-8123

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20035

Transition Insritute #: 335

Start Date: 10/1/92 End Date: 9/30/95

Region: 6

Geographic Area Served:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

Project Purpose:

Vocational preparation, placement and job retention for college students with targeted disabilities: learning disabilities, psychological disabilities, and acquired brain injuries.

Expected Outcomes:

Successful placement and continued employment for targeted disabled persons.

Approach Used to Reach Expected Outcome

1. Courses in vocational preparation and work adjustment.
2. On-site peer-monitoring available to aid in work adjustment.
3. Employer Advisory Board and Transition Committee of region service providers to provide input to the project and coordinate existing services.

PROJECT CONSUMERS FOR CURRENT YEAR

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, White, Other.

CAREER DEVELOPMENT AND MENTORING PROGRAM FOR COLLEGE STUDENTS WITH DISABILITIES/SAN FRANCISCO STATE

Project Co-Directors:
Dr. Paul Longmore
Dr. Catherine Campisi

Project Coordinator:
Steve Koehmstedt

Mailing Address:
San Francisco State University
Department of History
1600 Holloway Avenue
San Francisco, CA 94132

Telephone #: 415-585-4370

Fax #: 415-338-7539

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C-----

Transition Institute #: 394

Start Date: 10/1/94 End Date: 9/30/97

Region: 6

Geographic Service Delivery Area:
State of California

Project Purpose:

The proposed mentoring and career development project will draw 60 youth with disabilities involved in postsecondary settings, 60 adult mentors who are disabled and currently employed in career areas of interest to the student participants, 60-120 parents of the students involved and up to 120 service providers working with the students in postsecondary education and rehabilitation.

Expected Outcomes:

The general objectives are:

1. Improve the ability of students with disabilities to transfer classroom accommodations to the workplace.
2. Improve potential for specific career development, exploration, and employment.
3. Improve student/family awareness and student use of self-advocacy and self-determination skills.
4. Improve the capacity of service providers and mentors to understand ethnic, cultural, and language diversity needs of students with disabilities.
5. Disseminate a manual describing detailed procedures to replicate the model.

Approach Used to Reach Expected Outcomes:

Major activities include:

1. Recruitment, matching of students with disabilities and mentors, and mentor training.
2. Workshops for mentees, parents, and service providers to plan and enhance transition to work and independent living and cultural diversity issues.
3. Job shadowing opportunities and summer work experience at the mentor's workplace.

4. Ongoing interaction between mentor and students.
5. Student-developed career portfolio.
6. Program manual development and replication.
7. Conduct project evaluation and dissemination results of project.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct services to persons with disabilities.

TRANSFERRING ACCOMMODATIONS FOR CLASSROOM EFFECTIVENESS TO WORKPLACE SUCCESS

Poject Director:
Patricia Rickard

Project Coordinator:
Virginia Posey, Ph.D.

Mailing Address:
Comprehensive Adult Student Assessment System
8910 Clairemont Mesa Blvd.
San Diego, CA 92123

Telephone #: 619-292-2900 X363

Fax #: 619-292-2910

E-Mail: CASAS2@CONNECTINC.COM

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C40024

Transition Institute #: 393

Start Date: 10/1/94 End Date: 9/31/97

Region: 6

Geographic Service Delivery Area:
Rural area (places of >2,500)
Urbanized Area (cities and surrounding areas of 50,000-100,000)
Metropolitan Area (cities and surrounding areas of 100,000+)
More than one state

Project Purpose:

The overall purpose of this study is to adapt and validate the Employability Competency System with secondary students in the eleventh and twelfth grades who have specific learning disabilities and use the assessment results in establishing postsecondary goals.

Expected Outcomes:

The Employability Competency System (ECS) developed by CASAS will be adapted and validated to:

1. Document effective classroom accommodations as well as workplace accommodations using the CASAS Workplace Analysis for Youth with Special Learning Needs.
2. Provide assessment-based instructional planning using the ECS for determining student progress in achieving basic skills needed for employability.
3. Enhance the reciprocal assessment process at the "hand over" from the secondary to the postsecondary setting.

Approach Used to Reach Expected Outcomes:

1. Provision of training to use the Workplace Analysis and ECS tests/pre-employment and work maturity instruments.
2. Pilot the system with 25 students in Spring of 1995, field-test with 200 students each at two sites (95-96), and evaluate effectiveness of system during 96-97 school year.
3. Writing of Guide or using the system adapted for secondary students with learning disabilities and enable schools nationally to obtain the Guide.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project. ECS will be piloted during the first year of funding, however, with 25 students.

CAREER PLACEMENT OPPORTUNITIES FOR STUDENTS WITH DISABILITIES AT THE UNIVERSITY OF HAWAII SYSTEM

Project Director:
Robert Stodden

Project Coordinator:
Betty Carlson

Mailing Address:
University of Hawaii-Manoa
1776 University Avenue, UA 4-6
Honolulu, HI 96822

Telephone #: 808-956-5715

Fax #: 808-956-5713

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20003

Transition Institute #: 340

Start Date: 10/1/92 End Date: 9/30/95

Region: 6

Geographic Area Served:
State of Hawaii

Project Purpose:

The overall purpose of the proposal project is to enhance the role and capacity of career placement offices within the statewide University of Hawaii system to provide pre-employment and employment opportunities for students with disabilities. The project will create and facilitate the cooperative efforts of a wide range of persons supporting prominent and competitive vocational outcomes for students with disabilities.

Expected Outcomes:

1. To develop a model system analysis and evaluation process to define structural and process changes needed to restructure and enhance the role and capacity of career placement offices within the University of Hawaii system to serve students with disabilities.
2. To demonstrate and evaluate the effectiveness of structural and process changes developed to enhance the role and capacity of career placement offices to serve students with disabilities (as determined through goal 1 activities).
3. To systematize, replicate, and disseminate those structural and process innovations demonstrated as being most effective in enhancing the role and capacity of career placement offices to serve students with disabilities (as demonstrated and deemed effective through goal 2 activities).

Approach Used to Reach Expected Outcome

1. To develop and adopt in-service training and orientation programs for persons directly involved with career placement of students with disabilities;
2. To obtain the involvement of employers and other private sector personnel in the career development process;
3. To increase the placement percentages of students with disabilities through the formation and continuation of formal cooperative working agreements;

4. To enhance the career experiences of students with disabilities through cooperative work experience, work-study opportunities while they are enrolled in a postsecondary learning environment; and
5. To develop a technical support and information provision process within the postsecondary system.

PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project.

CAREER APPRENTICESHIP FOR POSTSECONDARY EDUCATION

Project Director:
Joseph J. Stowitschek, Ed.D.

Project Coordinator:
Mary Jo Trifini

Mailing Address:
University of Washington
Experimental Education Unit
WJ-10
Seattle, WA 98195

Telephone #: 206-543-4011

Fax #: 206-543-8480

E-Mail: stowi@u.washington.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20027

Transition Institute #: 329

Start Date: 11/1/92 End Date: 10/31/95

End Date: 10/31/95

Geographic Service Delivery Area:
State of Washington

Project Purpose:

Develop, demonstrate, test, and disseminate a five-way partnership model for enhancing the career placement success of students with educational disabilities in community colleges and four-year colleges and universities.

Expected Outcomes:

A model of cooperative partnership will be implemented statewide. This model will focus on (1) problem awareness, (2) job development, (3) progressive apprenticeships, (4) job support, and (5) cooperative programming. This complete package will improve the potential for individuals with educational disabilities to learn skills that will lead to obtaining career-oriented employment.

Approach Used to Reach Expected Outcome

Planning and development will consist of a series of interview and on-site observations of a sample of the community and technical colleges, and four-year colleges and universities in Washington State. This will be completed in conjunction with a steering group composed of career placement and cooperative education specialists, disabled student services specialists, employment support services, student representatives, and employers. Elements of the model will be implemented on a trial basis and problem awareness workshops will be conducted statewide.

PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project.

CAREER ACCESS (CAREER PLACEMENT OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES)

Project Director:
Joyce Oates

Mailing Address:
Columbia Basin College
2600 N. 20th Avenue
Pasco, WA 99301

Telephone #: 509-547-0511

Fax #: 509-563-0401

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30056

Transition Institute #: 357

Start Date: 10/1/93 End Date: 9/30/96

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000)

Project Purpose:

The Columbia Basin College Career Placement Opportunities for Students with Disabilities project proposes to enhance the role and capacity of the college's career placement office to arrange pre-employment opportunities and subsequent employment placements in integrated settings for students with disabilities. While Columbia Basin College is committed to meeting the needs of all student populations, evidence shows that students with disabilities are not achieving the levels of vocational and employment success of which they are capable.

Expected Outcomes:

Successful implementation of the CBC Career Placement Opportunities project will result in:
1. Increased and continued awareness on campus and in the community of the needs and abilities of students with disabilities;
2. Increased visibility of students with disabilities in the college's career placement office;
3. Increased understanding and acceptance of individuals with disabilities in the classroom and on the worksite;
4. Elimination of biased and discriminatory work experience criteria prohibiting the participation of students with disabilities;
5. Expanded work experience opportunities for students with disabilities;
6. Increased understanding by students with disabilities of their vocational strengths and possible career options;
7. Increased skills required for students with disabilities to be successful employees;
8. Increased successful job placements for students with disabilities after they graduate.

Approach Used to Reach Expected Outcome

The activities presented in this proposal include:
1. developing inservice training and orientation programs for the college's faculty, staff and administration, and to ensure these programs become an integral part of the college's orientation program;

2. coordinating campus-based career opportunities for persons with disabilities with the college's placement office, employers, and other representatives of industry;
3. increasing job placements for students with disabilities by forming and continuing cooperative agreements with local agencies, organizations and businesses;
4. enhancing the career experiences of students with disabilities so that they will be more competitive with their nondisabled peers upon entering the job market; and
5. providing technical assistance and information on program and work accessibility and accommodations.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 22 Female: 33

Ethnicity of Target Population:

Information not collected.

Barrier to Project Implementation:

Attitudinal barriers to educational activities by employers, staff and students.

RETRIEVE

Project Director:
Betsy Bounds

Project Coordinator:
Patricia D. Treeful

Mailing Address:
Tucson Unified School District
P. O. Box 40400
1010 E. 10th Street
Tucson, AZ 85719

Telephone #: 602-617-7322/602-318-2892

Fax #: 601-617-7235/602-318-2973

E-Mail: betsyb.ccit.arizona.edu

Competition #: 84.158D
(Youths with Disabilities Who Have
Dropped out of School Project)

Federal Grant #: H158D30024

Transition Institute #: 364

Start Date: 10/15/93 End Date: 10/14/96

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

Project Purpose:

Tucson Unified School District (TUSD) developed and implemented an innovative model to identify, recruit, train and place students who have dropped out of school in the categories of learning disabled (LD) and serious emotionally disabled (SED). The purpose of Project RETRIEVE (ReEntry TRaining In Employment and Vocational Education) is to develop and implement a re-entry curriculum that utilizes a unique curriculum management and assessment approach that focuses on functional skills needed to live and work in the community.

Expected Outcomes:

1. Completion of high school program
2. Improved self-esteem
3. Improved employability skills
4. Completion of vocational/technological training program and/or work experience
5. Parents will be involved in supporting students
6. Achievement of vocational skill standards by students
7. Successful transition and employment

Approach Used to Reach Expected Outcome

1. Follow-up support
2. Case management approach
3. Teaching skills for self-determination
4. Utilization of peer mentors/supports
5. Assessment and teaching of skills to promote literacy in the workplace
6. Family support
7. Development of pre-entry functional basic skills curriculum
8. Interagency collaboration

9. Employer incentives

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 41 Female: 23

Ethnicity of Target Population:

American Indian/Native American, Black/African-American, Hispanic, White.

Barriers to Project Implementation:

1. When students indicate interest in returning to school, they may have moved out of the attendance area for the school they left. It is not easy to return without special, official school district permission involving school site administrators and district level procedures monitoring ethnic balance and attendance area enrollment.

2. The reasons students left the traditional school program are often the very reasons they did not want to return. More creative, alternative options are needed for regular and special education curriculum and flexible approaches to scheduling.

3. Dropouts often have a difficult time following through with their plan. Family support is an important, much needed component for success. This is often not established or nonexistent for many dropouts.

4. Within the public school system there are some teachers and administrators who are in some instances unwilling to work productively and flexibly with the dropout student, i.e., sometimes faith in the student's ability to succeed is nonexistent.

PREP-PERSONALIZED RECOVERY EDUCATION PROGRAM

Project Director:
Devi Jameson

Project Coordinator:
Devi Jameson

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Transition Department
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San Pablo, CA 94806

Telephone #: 510-741-2835

Fax #: 510-741-2860

Competition #: 84.158D
(Youths With Disabilities Who Have
Dropped Out of School Project)

Federal Grant #: H158D3001?

Transition Institute #: 365

Start Date: 7/1/93 End Date: 6/30/96

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding
areas of 100,000+)

Project Purpose:

To develop and implement an outreach program identifying and recruiting former students who have dropped and who have been reported to the State as "status unknown." Interventions will be determined on an individual basis.

Model demonstration project to identify, recruit, train and place students with disabilities who have dropped out of school.

Expected Outcomes:

1. To teach students how to become independent, self-empowered, and confident in their ability to make choices that will benefit themselves.
2. To provide students the opportunity for continued education.
3. To provide students with all the skills necessary to become employable and to be employed.
4. To provide students with the skills necessary to become self-empowered and to be their own advocates.

Approach Used to Reach Expected Outcome

1. Develop an individual transition plan for each student.
2. Provide strong counseling intervention program.
3. Offer the most appropriate independent living skills curriculum for each participant.
4. To initiate an intensive drug prevention and gang affiliations program to reduce abuse and criminal related problems.

PROJECT ADVANCE: DEMONSTRATION OF A COLLABORATIVE MODEL TO IMPROVE TRANSITION OUTCOMES OF YOUTHS WITH DISABILITIES WHO HAVE DROPPED OUT OF SCHOOL

Project Director:
Dr. Ronald James

Project Coordinator:
Dr. Weol Soon Kim-Rupnow

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1776 University Ave., UA 4-6
Honolulu, HI 96822

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Fax #: 808-956-5713

Competition #: 84.158D
(Youths With Disabilities Who Have
Dropped Out of School Project)

Federal Grant #: H158D30015

Transition Institute #: 366

Start Date: 10/1/93 End Date: 9/30/96

Region: 6

Geographic Service Delivery Area:
Region within the State of Hawaii

Project Purpose:

The purpose of PROJECT ADVANCE is to develop and demonstrate a model for improved transition of youths with disabilities who have already dropped out of school. Beginning October of 1993 and continuing through September of 1996, the project will consist of three phases: (1) Research and development; (2) Demonstration and evaluation; and (3) Dissemination, replication, and institutionalization.

Expected Outcomes:

The expected outcomes of the Project ADVANCE include: (1) working agreements and procedures for school, adult service providers, and others who influence transition outcomes; (2) a demonstrated model that can be adapted easily to rural and urban settings; (3) a model that includes and builds on features of existing programs (e.g., Work Hawaii, Projects with Industry); (4) risk profiles for students at the intermediate and high school levels; (5) curricula and strategies for "re-engaging" youths who have already dropped out; and (6) successful model program completion by at least 75% of the participants.

Approach Used to Reach Expected Outcome

During the first phase, project activity will focus on two major sets of activities. The first is an in-depth follow-up study of school dropouts (ages 13-24) who were classified as individuals with disabilities while in school. The results of this study will be translated into: (1) risk-profiling to assist intermediate and high schools to identify and initiate dropout prevention strategies; (2) program planning for interventions to assist youths with disabilities who have already dropped out of school; and (3) identification and recruitment of individuals for the demonstration and control group samples. The second set of activities will be focused on establishing school/community teams in two communities that will serve as demonstration sites.

During the second phase of the project, the model will be implemented and evaluated. The model will consist of two components: (1) Curriculum and related strategies to engage targeted youths in a program that will enhance their employability, motivation to pursue continued personal growth, and capacity to participate as fully included members of the community; and (2) the case management and conferencing process designed to maintain contact with and coordinate any subsequent services provided for the youths, once they have completed the model intervention program.

During the third phase of the project, three sets of activities will be pursued: (1) Continuation of the model implementation, with revisions based on Year 2 process and impact evaluations; (2) dissemination of products, including a replication guide for use of the model in other communities within Hawaii as well as in one or more other states; and (3) planning for incorporation of demonstrated project innovations into the policies and practices of all participating agencies.

PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project.

INCREASING SKILLS NECESSARY FOR SELF-DETERMINATION THROUGH VIDEO-BASED PERSONAL FUTURES PLANNING

Principal Investigator/Project Director:
Karen Ward

Project Coordinator:
Kathy Ben

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Anchorage, AK 99508

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907-272-8270

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30024

Transition Institute #: 370

Start Date: 9/1/93 End Date: 8/31/96

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 50,000-100,000+)

Project Purpose:

To develop, implement and adapt activities and curriculum in the classroom, community, and student's homes, leading to enhancement of skills necessary for self-determination.

Expected Outcomes:

Heightened awareness for students, parents, and educational staff to develop and strengthen the attitudes, behaviors, and skills associated with self-determination. For each student to develop a circle of support to create a shared vision of a more desirable future, and a personal videotape of his or her futures plan.

Development and dissemination of training videotapes on self-determination for students and families, and a curriculum guide for video-based futures planning and self-determination.

Approach Used to Reach Expected Outcome

Weekly classroom activities and lessons leading to improved self awareness, ability to set goals and plan and follow through on plans to meet goals, and better choice making and problem solving skills. Facilitating personal futures planning and follow up with students and their families; assisting students to create videotapes of chosen highlights of their futures plan; implementing videotaped self-modeling interventions as problems or behaviors arise that inhibit goal achievement; modifying futures planning process and adapting it to be more accessible and "user friendly" within the educational setting.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 20 Female: 16

Ethnicity of Target Population:

American Indian/Native American, Black/African American, Hispanic, White.

PROJECT CAPABLE, ABLE AND DEPENDABLE (C.A.D.)

Project Director:
Devi Jameson

Project Coordinator:
Stephen Hofmann

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30014

Transition Institute #: 371

Start Date: 7/1/93 End Date: 6/30/96

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

Project Purpose:

The design is focusing on issues such as self-advocacy, self-motivation, self-esteem thereby gradually weaving out dependency and weaving in self-empowerment.

Expected Outcomes:

To teach youths with disabilities to learn to enhance assertiveness, creativity, self-advocacy, and decision making skills.

Approach Used to Reach Expected Outcome

Use a multi-lateral approach to break the dependence barrier of youths with disabilities. Students will participate in committees or groups to identify issues that affect or deter self-determination.

PROJECT CONSUMERS FOR CURRENT YEAR

Not specified.

Barrier to Project Implementation:

We are trying to identify students with disabilities in a very socio-economically disadvantaged, vastly multi-cultural school district. High school level students are particularly sensitive to already being discriminated against due to both their cultural and racial differences. The last thing that they need is to include another burden of historically discriminatory practices. The willingness of students to identify themselves as having specific learning disabilities is very challenging. Therefore, the projected number of participants at the mid-level year is somewhat lower than we originally predicted.

DEVELOPMENT OF A LIFE DECISIONS STRATEGIES CURRICULUM TO PROMOTE SELF-DETERMINATION

Project Director:
Ann Fullerton

Project Coordinator:
Georgie Thomas

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20019

Transition Institute #: 316

Start Date: 10/1/92 End Date: 10/1/95

Region: 6

Geographic Service Delivery Area:
State of Oregon

Project Purpose:

This project's specific emphasis was the promotion of self-determination for higher functioning students with autism. A high school curriculum in self-determination, "Putting Feet On My Dreams," for students with and without disabilities was developed and field-tested. In addition, "Higher Functioning Adolescents and Young Adults with Autism: A Teacher's Guide" was developed to help educators understand the sensory, cognitive, and social experiences of persons with autism, and to learn strategies for providing instructional, organizational, and social assistance. Teachers, family members, and adult service providers throughout Oregon received training in the facilitation of self-determination in students.

Expected Outcomes:

Ten high school classrooms (150+ students) and ten high functioning students with autism (1-2 in each class) received training in self-determination and developed a 'self-folio' to use with teachers, employers, and family members. Thirty higher functioning adolescents and young adults with autism served as participant evaluators and also received training in self-determination.

Teachers and education specialists (200+), adult service providers (50+) and family members (100+) received training in ways to facilitate and promote self-determination in students. Seven workshops were conducted throughout Oregon. Presentations were made at two national conferences.

Products include: "Putting Feet On My Dreams: A Program in Self-Determination" for use in inclusionary and special education classrooms and "Higher Functioning Adolescents and Young Adults with Autism: A Teacher's Guide" which helps educators and vocational counselors understand the sensory, cognitive, and social experiences of persons with autism and to learn strategies for providing instructional, organizational, and social assistance.

Approach Used to Reach Expected Outcome

The self-determination curriculum will be developed, socially validated by an advisory committee and self-advocates, and then implemented in ten high school classrooms. The curriculum emphasizes knowing oneself in areas such as thinking, communication, decision making, self-organization, goal-setting, planning, etc. Students will produce a self-folio: a self-study of their interests, needs, goals, and strategies. Students share their self-folios with teachers, family members, service providers, and employers of their choice. The curriculum curriculum has been field-tested by teachers, students, and family members. Workshops for teachers, family members, and adult service providers were conducted to teach the skills needed to facilitate self-determination. Dissemination of the project occurred through presentations at four state and two national conferences. An additional grant was made available by the Oregon Developmental Disabilities Council to publish an additional 200 "Teacher Guides" and Curricula for families in Oregon.

PROJECT CONSUMERS FOR CURRENT YEAR

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, Pacific/Native Hawaiian, White.

ENHANCING SELF-DETERMINATION SKILLS OF YOUNG ADULTS WITH DEVELOPMENTAL DISABILITIES

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Elizabeth Thorin

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Self-Determination Project
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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30067

Transition Institute #: 372

Start Date: 10/1/93 End Date: 9/30/96

Region: 6

Geographic Service Delivery Area:
Region within the state of Oregon

Project Purpose:

The purpose of the project is to develop a model that includes materials and methods for enhancing opportunities for the development of self-determination skills of secondary and transition-age youth with developmental disabilities.

Expected Outcomes:

Materials, consisting of videotapes and manuals or other written materials containing strategies for enhancing self-determination, will be developed for each group of users, including students with disabilities, their teachers, parents, and case managers and other adult service providers.

Approach Used to Reach Expected Outcome

Students and adults with disabilities, their parents, teachers and case managers are taking part in focus groups, interviews and participant observation activities to define the skills and characteristics necessary for self-determination as well as the activities and experiences that lead to the development of self-determination. Materials will be developed, field-tested and revised based on the feedback from each group of participants.

PROJECT CONSUMERS FOR CURRENT YEAR

Not a direct service project this year.

SELF DETERMINATION INITIATIVE

Project Director:
Chris Curry/Donna Lowary

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20048

Transition Institute #: 318

Start Date: 10/1/92 End Date: 9/30/95

Region: 6

Geographic Service Delivery Area:
Rural area (places of >2,500)
Towns and cities of 2,500-50,000
Urbanized Area (cities and surrounding areas of 50,000-100,000)

Project Purpose:

This project will develop a program to promote self-determination skills in youth with disabilities by developing and implementing a training program for students in secondary schools, as well as developing and implementing a concurrent training program for family members, educational staff, and other service providers. To accomplish this purpose a prototype training program will be developed by a team comprised of the project staff (adults with disabilities), educators, and service providers. The prototype training model will then be adapted and implemented by local teams at 10 secondary schools to meet the needs of their specific communities.

Expected Outcomes:

The model will be evaluated for effectiveness by using both quantitative and qualitative measures. It is expected that there will be an increase in the number of life decisions made by the students and an increase in their participation and membership on decision making bodies. It is also assumed that self-determination training is much broader in its impact, affecting a range of people (peers, family members, community people, school personnel, and service providers). This powerful qualitative dimension cannot be measured solely in quantitative measures. We expect to see through qualitative measures that families and students will state that their lives have changed, their children are different, and that they will never return to former (protected care) ways.

Approach Used to Reach Expected Outcome

Ten secondary school sites will receive training in self-determination skills. Each site will determine the needs of the people in their area and modify the training program to meet their needs. Twenty students will be served at each site along with their peers, family members, and service providers. Three one day training sessions will be conducted at each site following which the school will develop on-going self-determination training as part of the school curriculum.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 20 Female : 21

Ethnicity of Target Population:

White.

Barriers to Project Implementation

Continuation of the project during the summer months proved a challenge with teachers and families on vacation. Our project is otherwise on target with goals and objectives. The schools we have completed training continue to come to new sites for extended learning.

CURRICULUM BASED SELF-DETERMINATION PROJECT

Project Director:
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Project Coordinator:
Richard Laitinen

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Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20038

Transition Institute #: 321

Start Date: 11/1/92 End Date: 10/31/95

Region: 6

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

Project Purpose:

To develop and test a model program whereby individuals with developmental disabilities will have the opportunity to experience realistic situations calling for self-determination, and receive systematic instruction to ensure that they can capitalize on these experiences.

Expected Outcomes:

A (1) self-determination skills building model program and support system, and (2) a taxonomy of self-determination with accompanying curriculum will be developed, evaluated, and replicated. These will assist individuals with developmental disabilities to improve their assertiveness, decision-making, and interpersonal problem-solving skills, which in turn will allow them greater control in directing their own lives.

Approach Used to Reach Expected Outcome

Systematic, formal observation of individuals with and without developmental disabilities will be employed to compare the types of strategies used for self-determination and in developing the curriculum. Additionally, expert appraisal by consumers, advocates, parents, and educators will be used to determine the crucial issues concerning self-determination and the appropriateness of interventions.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 6 Female : 11

Ethnicity of Target Population:

Asian, Pacific/Native Hawaiian, White.

Barriers to Project Implementation

Baseline skill level of participating teachers. This includes low levels of proficiency with such instructional skills as:

1. Incidental instruction,
2. Prompting correct, independent student performance of target skills,
3. Recognizing and scheduling instructional opportunities across the day (e.g., settings, people, activities),
4. Using data to make instructional decisions,
5. Staff supervision.

ORANGE COUNTY MENTOR PROJECT

Project Director:
Steve Zivolich

Project Coordinator:
Sharon Shueman
Linda Seppala

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Competition #: 84.158P
(Research Projects on the Transition
of Special Populations)

Federal Grant #: H159P30002

Transition Institute #: 376

Start Date: 10/1/93 End Date: 9/30/96

Region: 6

Geographic Service Delivery Area:
County

Project Purpose:

The purpose of the Orange County Mentor Project is to research innovative natural support services to youth with severe disabilities, targeting participants with severe physical disabilities, and serious emotional disturbance.

Expected Outcomes:

Expected outcome for the project is to transition 50 youth with severe disabilities into employment utilizing an innovative natural support approach.

Approach Used to Reach Expected Outcome

1. Job development strategies and natural support strategies training to involved school staff and adult provider agencies.
2. Consultation and support to participating employers.
3. Employment support to the identified 50 participants.
4. Outcome based evaluation system.

TRANSFERRING ASSISTIVE COMMUNICATION TECHNOLOGY TO INTEGRATED POSTSECONDARY SETTINGS FOR INDIVIDUALS WITH SEVERE PHYSICAL DISABILITIES

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Charity Rowland

Project Coordinator:
Philip Schweigert

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Portland Projects
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Competition #: 84.158P
(Research Projects on the Transition
of Special Populations)

Federal Grant #: H158P30013

Transition Institute #: 325

Start Date: 10/1/92 End Date: 9/30/95

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

Project Purpose:

This project is designed to develop simple and effective mechanisms for assuring that the assistive communication needs of individuals with physical disabilities are met as they transition into integrated adult settings.

Expected Outcomes:

1. Improvement in clients' ability to communicate in specific community settings.
2. Improvement in ability of adults in community settings to analyze and respond to communication needs of clients.

Approach Used to Reach Expected Outcome

Manuals have been prepared for three different audiences—the teachers of transitioning students; staff in adult settings; and family members. These manuals are designed to help these audiences understand the communication needs of the clients and to ensure that these needs are met as the clients transition into new adult settings.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 12 Female: 8

Ethnicity of Target Population:

Black/African-American, Hispanic, White.

PROJECT OUTREACH

Project Director:
Patricia Rickard

Project Coordinator/Contact Person:
Virginia Posey, Ph.D.

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Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q40004

Transition #: 380

Start Date: 10/1/94 End Date: 9/30/97

Region: 6

Geographical Service Delivery Area:
Rural area (places of >2,500)
Urbanized Area (cities and surrounding areas of 50,000-100,000)
Metropolitan Area (cities and surrounding areas of 100,000+)
More than one state

Project Purpose:

The purpose of this study is to customize, evaluate and disseminate a comprehensive assessment model for secondary students in the ninth and tenth grades who have a specific learning disability, using the CASA Employability Competency System (ECS).

Expected Outcomes:

As a result of this project, eight school districts (600 students) will have comprehensive data on employability skills needed for transition from school-to-work. This data will include:

1. aggregate and individual data on skill levels in employability terms for reading, math, and pre-employment/work maturity.
2. specific data that can be used to target instructional planning at a program level and at an individual level because the test results are linked to relevant and appropriate curriculum, and
3. useful data for establishing work experiences while in school and employment goals for Individual Education Planning.

Approach Used to Reach Expected Outcomes:

The major components of the project include the following steps:

1. Piloting with 25 students each at eight sites (total of 8 sites) two procedures developed by CASAS—the Employability Competency System (ECS) and the Workplace Analysis for Youth with Special Learning Needs (1994-95 school year).
2. Field-testing the Workplace Analysis and ECS with 100 students each at eight sites, adapting the procedures for students with learning disabilities and validating the system.

3. Evaluating the effectiveness of the model for the targeted students, developing a customized system and disseminating the model through the CASAS National Diffusion Network Project.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Not a direct service project. Procedures will be pilot-tested, however, with 25 students each at eight sites during the project's first year.

Individuals with Disabilities Served by New and Ongoing Projects N = 20)
By Competition - Region 6

	84.078C							
Disability Categories	356	334	335	394	393	340	329	357
Autism	-	-	-		-			-
Serious Emotional Disturbance	-	-	16		-			-
Visual Impairment Including Blindness	11	*	2	NOT AVAILABLE	-	NOT DIRECT SERVICE	NOT DIRECT SERVICE	2
Deafness	2	*	4		-			-
Deaf-Blindness	-	*	-		-			-
Developmentally Delayed	-	*	4		-			-
Dropout	-	-	-		-			-
Economically Disadvantaged	N/A	-	-		-			-
Hearing Impairment (NOT including deafness)	3	-	-		-			1
Mental Retardation	-	-	-		-			-
Multiple Disabilities	16	-	-		-			7
Orthopedic Impairment (includes all physical disabilities)		*						
Cerebral Palsy	5	*	1		-			1
Spina Bifida	1	-	1		-			-
Spinal Cord Injury	9	*	1		-			1
Other Physical Disability	11	-	10		-			19
Other Health Impairment								
AIDS or AIDS Complex	-	-	-		-			-
Cancer	-	-	-		-			-
Epilepsy	-	-	-		-			-
Inner Cranial Hemorrhage	-	-	-		-			-
Low Birth Weight	-	-	-		-			-
Medically Fragile	-	-	-		-			-
Substance Abuse Withdrawal	-	-	-		-			-
Technology Dependent	-	-	-		-			-
Traumatic Head Injury (including TBI)	5	*	19		-			-
Other	-	-	-		-			-
Specific Learning Disability	-	*	20		*			17
Speech or Language Impairment								
Articulation Disorder	-	*	-		-			-
Cleft Palate	-	-	-		-			-
Language Disorder	-	*	-		-			-
Not Specified	-	-	-		-			4
Project Category (A=Ongoing; B=New)	A	A	A	B	B	A	A	A

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Individuals with Disabilities Served by New and Ongoing Projects N = 20) By Competition - Region 6 (continued)

	84.158D			84.158K			
Disability Categories	364	365	366	370	371	316	372
Autism	-	-		-	-	40	
Serious Emotional Disturbance	15	-		-	-	35	
Visual Impairment Including Blindness	-	-	NOT DIRECT SERVICE	-	-	-	
Deafness	-	-		-	-	-	NOT DIRECT SERVICE
Deaf-Blindness	-	-		-	-	-	
Developmentally Delayed	-	-		30	-	40	
Dropout	64	*		-	5	-	
Economically Disadvantaged	54	*		-	50	45	
Hearing Impairment (NOT including deafness)	-	-		-	1	-	
Mental Retardation	-	-		-	-	-	
Multiple Disabilities	-	-		6	5	-	
Orthopedic Impairment (includes all physical disabilities)							
Cerebral Palsy	-	-		-	13	-	
Spina Bifida	-	-		-	2	-	
Spinal Cord Injury	-	-		-	-	-	
Other Physical Disability	2	-		-	-	-	
Other Health Impairment							
AIDS or AIDS Complex	-	-		-	-	-	
Cancer	-	-		-	-	-	
Epilepsy	-	-		-	-	1	
Inner Cranial Hemorrhage	-	-		-	-	-	
Low Birth Weight	-	-		-	-	-	
Medically Fragile	-	-		-	-	-	
Substance Abuse Withdrawal	-	-		-	-	-	
Technology Dependent	-	-		-	-	-	
Traumatic Head Injury (including TBI)	-	-		-	-	-	
Other	-	-		-	-	2[1]	
Specific Learning Disability	47	*		-	51	75	
Speech or Language Impairment							
Articulation Disorder	-	-		-	4	-	
Cleft Palate	-	-		-	-	-	
Language Disorder	-	-		-	-	-	
Not Specified	-	-		-	-	-	
Project Category (A=Ongoing; B=new)	A	A	A	A	A	A	A

[1] Other=Tourette's Syndrome

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Individuals with Disabilities Served by New and Ongoing Projects N = 20) By Competition - Region 6 (continued)

	84.158K		84.158P		84.158Q
Disability Categories	318	321	376	325	380
Autism	4	1	-	-	-
Serious Emotional Disturbance	-	•	*	-	-
Visual Impairment Including Blindness	1	•	-	-	-
Deafness	-	-	-	-	-
Deaf-Blindness	-	-	-	-	-
Developmentally Delayed	1	7	-	-	-
Dropout	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-
Hearing Impairment (NOT including deafness)	-	•	-	-	-
Mental Retardation	8	8	-	-	-
Multiple Disabilities	-	-	-	20	-
Orthopedic Impairment (includes all physical disabilities)				*	
Cerebral Palsy	2	1	*	-	-
Spina Bifida	-	-	*	-	-
Spinal Cord Injury	-	-	-	-	-
Other Physical Disability	1	•	*	-	-
Other Health Impairment					
AIDS or AIDS Complex	-	-	-	-	-
Cancer	-	-	-	-	-
Epilepsy	-	-	-	-	-
Inner Cranial Hemorrhage	-	-	-	-	-
Low Birth Weight	-	-	-	-	-
Medically Fragile	-	•	-	-	-
Substance Abuse Withdrawal	-	-	-	-	-
Technology Dependent	-	-	-	-	-
Traumatic Head Injury (including TBI)	1	-	*	-	-
Other	-	-	-	-	-
Specific Learning Disability	6	•	-	-	*
Speech or Language Impairment					
Articulation Disorder	4	-	-	-	-
Cleft Palate	-	-	-	-	-
Language Disorder	-	•	-	-	-
Not Specified	-	-	-	-	-
Project Category (A=Ongoing; B=New)	A	A	A	A	B

Note: "*" indicates that persons with a specific disability are, or will be, served but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 20) By Competition - Region 6

	84.078C							
	356	334	335	394	393	340	329	357
Child/Individual with Special Needs	-				-		-	55
Parents	-				-		-	-
Family Members other than parents	-	NOT AVAILABLE	NOT APPLICABLE	NOT AVAILABLE	-	NOT APPLICABLE	-	-
Friends	-				-		-	-
Personnel								
Adult Service Providers	-				-		-	&
Caregivers	-				-		-	-
Case Managers	-				-		-	-
Education Personnel	50				*		120+	65
Employers	30				-		40+	63
Head Start Personnel	-				-		-	-
Health Professionals	-				-		-	-
Home Visitors	-				-		-	-
Job Coaches	-				-		-	-
Medical Personnel	-				-		-	-
Paraprofessionals	-				-		-	-
Peer/Co-workers	20				-		-	200
Recreation Personnel	-				-		-	-
Rehabilitation Personnel	-				-		-	&
Related Services Personnel	-				-		-	-
Special Education Personnel	-				*		-	&
Vocational Educators	-				-		20+	-
Service Delivery System								
Community Health	-				-		-	-
Community Mental Health	-				-		-	-
Community Recreation	-				-		-	-
Community Social Services	-				-		-	-
Interagency Coordinating Council	-				-		-	40
Local Education	-				*		-	-
State Development Disabilities	-				-		-	-
State Education	-				-		30+	-
State Health	-				-		-	-
State Human	-				-		-	-
State Mental Health	-				-		-	-
State Rehabilitation	-				-		-	&
Other Service Delivery System	-				-		-	-
Project Category (A=Ongoing; B=New)	A	A	A	B	B	A	A	A

& - For these items, see Interagency Coordinating Council

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 20) By Competition - Region 6 (continued)

	84.158D			84.158K			
	364	365	366	370	371	316	372
Child/Individual with Special Needs	-	*		36	58	-	
Parents	20	*	NOT APPLICABLE	20	26	56	NOT APPLICABLE
Family Members other than parents	30	*		-	3	12	
Friends	25	-		-	-	-	
Personnel							
Adult Service Providers	10	-		10	-	30	
Caregivers	3	-		-	-	4	
Case Managers	15	-		-	-	20	
Education Personnel	30	-		22	-	-	
Employers	15	-		-	-	-	
Head Start Personnel	-	-		-	-	-	
Health Professionals	2	-		-	-	-	
Home Visitors	2	-		-	-	-	
Job Coaches	3	-		-	-	-	
Medical Personnel	2	-		-	-	-	
Paraprofessionals	12[1]	-		-	-	-	
Peer/Co-workers	10	-		20	8	-	
Recreation Personnel	1	-		-	-	-	
Rehabilitation Personnel	2	-		-	-	-	
Related Services Personnel	10+	-		-	16	-	
Special Education Personnel	30+	-		-	20	200+	
Vocational Educators	10	-		-	-	-	
Service Delivery System							
Community Health	3	*		-	-	-	
Community Mental Health	2	*		-	-	6	
Community Recreation	2	*		2	-	-	
Community Social Services	10	*		4	-	18	
Interagency Coordinating Council	20	*		1	-	2	
Local Education	17	*		1	-	-	
State Development Disabilities	1	*		-	-	3	
State Education	2	*		-	-	100+	
State Health	10	*		-	-	-	
State Human	-	*		-	-	-	
State Mental Health	2	*		-	-	-	
State Rehabilitation	2	*		-	-	-	
Other Service Delivery System	-	*		-	-	8	
Project Category (A=Ongoing; B=New)	A	A	A	A	A	A	A

[1] Includes mentors

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

Provision of Related Developmental Training by New and Ongoing Projects (N = 20) By Competition - Region 6 (continued)

	84.158K		84.158P		84.158Q
	318	321	376	325	380
Child/Individual with Special Needs	-	*		-	-
Parents	17	*		-	-
Family Members other than parents	-	*	NOT APPLICABLE	-	-
Friends	10	*		-	-
Personnel					
Adult Service Providers	-	*		4	-
Caregivers	-	*		10	-
Case Managers	-	*		-	-
Education Personnel	-	-		-	*
Employers	-	-		3	-
Head Start Personnel	-	-		-	-
Health Professionals	-	-		-	-
Home Visitors	-	-		-	-
Job Coaches	-	-		-	-
Medical Personnel	-	-		-	-
Paraprofessionals	-	-		14	-
Peer/Co-workers	-	-		-	-
Recreation Personnel	-	-		-	-
Rehabilitation Personnel	-	-		1	-
Related Services Personnel	-	-		6	-
Special Education Personnel	5	-		10	*
Vocational Educators	-	-		-	-
Service Delivery System					
Community Health	-	-		-	-
Community Mental Health	-	-		-	-
Community Recreation	-	-		-	-
Community Social Services	-	-		-	-
Interagency Coordinating Council	-	-		-	-
Local Education	-	-		-	*
State Development Disabilities	-	-		-	-
State Education	-	-		-	-
State Health	-	-		-	-
State Human	-	-		-	-
State Mental Health	-	-		-	-
State Rehabilitation	-	-		-	-
Other Service Delivery System	-	-		-	-
Project Category (A=Ongoing; B=New)	A	A	A	A	B

Note: "*" indicates that developmental training is, or will be, provided to specified groups, but that no numbers are available.

EXPIRED PROJECT PROFILES IN REGION VI

Eight projects expired during 1994 in Region VI, the Western region. Five of these projects returned expired project surveys.

The expired project profiles for the five projects returning surveys contain information on one or more of the following: current focus of project continuation activities, project components being continued, and project products generated. For the remaining three projects, the information provided is last known point of contact.

COMMUNITY COLLEGE CAREER SUCCESS PROJECT FOR YOUNG ADULTS WITH LEARNING DISABILITIES

Contact Person:
John Emerson

Mailing Address:
Washington Research Institute
150 Nickerson St., Suite 305
Seattle, WA 98109

Telephone #: 206-285-9317

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 296

Project End Date: 8/31/94

Region: 6

Current Focus of Project Continuation Activities:

The "Career Success Project" has been totally adopted and continued by the Seattle School District Office of Special Education under the name "Transition Success Program". They continue all aspects of the project except the follow-along data collection. It operates in all four community college campuses in Seattle and serves 17-21 year old students.

Project Component Being Continued:

1. Program Component: The project is being continued as an integral part of the Seattle School District transition program offerings.
   Administering Agency: Seattle School District.
   Agency Contact Person: Mr. Lee Bassett, Ms. Debra Zawada, Transition Success Project, 1330 N. 90th, Seattle, WA 98109; Special Education Services, Seattle School District, Seattle, WA 98103.

Project Products:

Brochure
Transition Success Program

Project Developed Instrument
Intake and Evaluation of Student Performance

Replication Manual
Career Success Program Manual

CAREER PLACEMENT OPPORTUNITIES FOR STUDENTS WITH DISABILITIES IN POSTSECONDARY EDUCATION

Contact Person:
Forest M. Amsden

Mailing Address:
Eastern Washington University
Disabled Student Services MS #180
Cheney, WA 99004

Telephone #: 509-359-6857

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 302

Project End Date: 8/14/94

Region: 6

PROJECT PRIDE

Contact Person:
Marguerite D. Harmon, M.S.

Mailing Address:
Community Outreach Program
for the Deaf
268 W. Adams
Tucson, AZ 85705

Telephone #: 602-792-1906

Competition #: 84.158K
(Self-Determination Project)

Transition Institute #: 308

Project End Date: 9/30/94

Region: 6

INDEPENDENCE THROUGH RESPONSIBLE CHOICES

Contact Person:
Beverly Huff

Mailing Address:
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92714

Telephone #: 714-733-1345

Competition #: 84.158K
(Self-Determination Project)

Transition Institute #: 313

Project End Date: 8/31/94

Region: 6

Current Focus of Project Continuation Activities:

The Irvine Self-Determination Project was funded to continue dissemination activities through California State University-Sacramento in cooperation with the Department of Rehabilitation's Transition Partnership Project. To date six trainings have been provided at sites throughout California and were attended by 155 participants.

Project Components Being Continued:

1. Program Component: Self Determination Student Strategies Curriculum.
   Administering Agency: I.U.S.D.
   Agency Contact Person: Linda O'Neal, 5050 Barranca Pkwy., Irvine, CA 92714. 714-651-0444 X225.
2. Program Component: Self Determination Staff Training.
   Administering Agency: I.U.S.D.
   Agency Contact Person: Diane DeBoer, 5050 Barranca Pkwy., Irvine, CA 92714. 714-733-1345.
3. Program Component: Collaboration With Community Agencies.
   Administering Agency: I.U.S.D.
   Agency Contact Person: Linda O'Neal, 5050 Barranca Pkwy., Irvine, CA 92714. 714-651-0444 X225.

Project Products:

Parent Handbook
Transition—A Handbook for Parents, Students and Advocates

Training Manual/Student Handbook
Student Strategies—A Coaching Guide

Replicaiton Manual
Support Intervention Guide

Other
Orange County Resources Directory
Self Determination Training (2) Day Seminar

SELF-DETERMINATION IN INTEGRATED SETTINGS

Contact Persons:
Jo-Anne Lau-Smith
Robert Stodden

Mailing Address:
University of Hawaii
UAP &Department of Special Education
1776 University Ave., UA4-6
Honolulu, HI 96822

Telephone #: 808-956-5009

Competition #: 84.158K

Transitition Institute #: 312

Project End Date: 12/30/94

Region: 6

Current Focus of Project Continuation Activities:

1. Implementation of portions of curriculum within both private and public agencies.
2. Inservice trainings for teachers in the State Department of Education.
3. Disseminate instructor manuals and curriculum within Hawaii and the U.S. Continent.

Project Components Being Continued:

1. Program Component: Curriculum refinement/revision.
   Administering Agency: University of New Mexico.
   Agency Contact Person: Loretta Serna, University of New Mexico, College of Education/Special Education, Albuquerque, NM 87131-1001. 505-277-5018.
2. Program Component: Dissemination.
   Administering Agency: UAP/University of Hawaii, State Department of Education.
   Agency Contact Person: Jo-Anne Lau-Smith, University of Hawaii, UAP, 1776 University Ave., UA4-6, Honolulu, HI 96822. 808-956-6479.
3. Program Component: Teacher Training of Curriculum.
   Administering Agency: UAP/State Department of Education.
   Agency Contact Person: Jo-Anne Lau-Smith, University of Hawaii, UAP, 1776 University Ave., UA4-6, Honolulu, HI 96822. 808-956-6479.

Project Products:

Training Manual
Learning with PURPOSE: An Instructor's Manual for Teaching Self-Determination Skills to Students Who are At Risk for Failure.

Curricula
Learning with Purpose: A Lifelong Learning Approach Using Self-Determination Skills

BUILDING BRIDGES TO ADULTHOOD

Contact Person:
David W. Leake

Mailing Address:
Hawaii University Affiliated Program
1776 University Ave., UA4-6
Honolulu, HI 96822

Telephone #: 808-956-9428

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Transition Institute #: 279

Project End Date: 9/30/94

Region: 6

Project Products:

Journal Articles/Monographs
Improving Transitoin Services for Youth with EBD: A Survey of Service Providers in Hawaii.

Student Handbook
Personal Futures Design: A Guide to Designing Preferred Futures

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PROJECT ACTT: ARIZONA COMMUNITY TRANSITION TEAMS

Contact Person:
Laura Love

Mailing Address:
Arizona Department of Education
Special Education Section
Transition Program
1535 West Jefferson
Phoenix, AZ 85007

Telephone #: 602-542-3184

Competition #: 84.158Q
(Multi-District Outreach Project)

Transition Institute #: 288

Project End Date: 9/30/94

Region: 6

CAREER LADDER PROGRAM

Contact Person:
Shep Siegel

Mailing Address:
Puget Sound ESD
400 SW 152nd St.
Burien, WA 998116-2209

Telephone #: 206-439-6909

Competition #: 84.158Q
(Multi-District Outreach Project)

Transition Institute #: 287

Project End Date: 9/30/94

Region: 6

Current Focus of Project Continuation Activities:

1. Disseminate information on model and continue to offer trainings.
2. Support existing local replications.
3. Support efforts to develop career ladders style postsecondary services.

Project Components Being Continued:

1. Program Component: Training and Project support/Technical Assistance.
   Administering Agency: Puget Sound ESD.
   Agency Contact Person: Shep Siegel, PSESD, 400 SW 152nd St., Bruien, WA 981-2209. 206-439-6909.

Project Products:

Video Tape
Career Ladders Video

Training Manual
Career Ladders ... book

Brochure
Brochure

INDEXES

The following indexes serve as keys to specific characteristics of the Transition Projects: Competition, Location, Key Project Personnel, Titles of Model Demonstration Projects Identifying Barriers to Project Implementation, and Titles of Active and Expired Projects.

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-U-

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